The School Executive

SPECIAL ISSUE



CITIZENS ORGANIZE FOR BETTER SCHOOLS



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The School Executive

Reference Issue

JANUARY 1952

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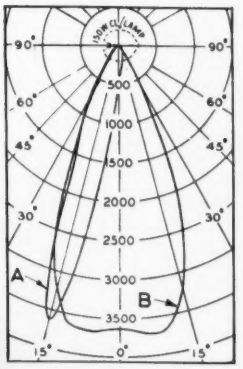
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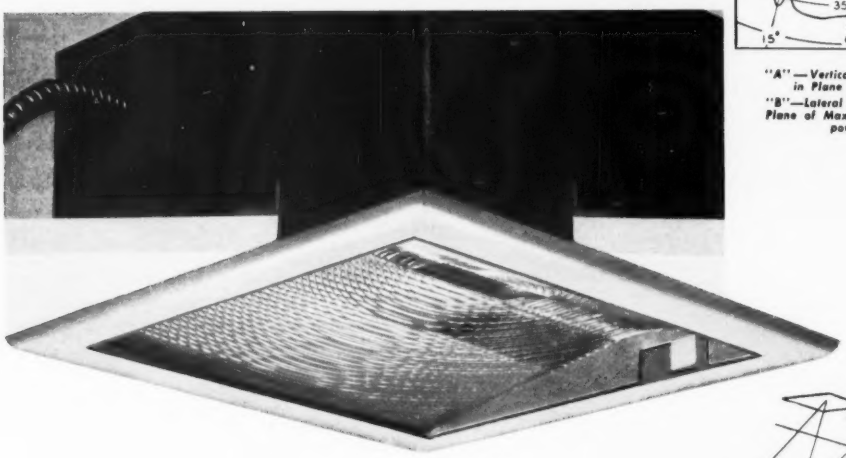
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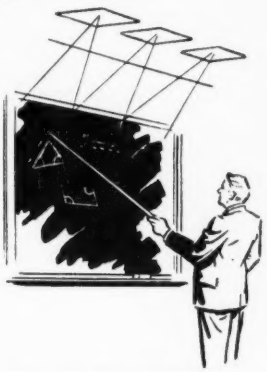
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The
School Executive

Preview of February

FEBRUARY, the month of birthdays of outstanding Americans, also marks the beginning of the regional meetings of the AASA. For THE SCHOOL EXECUTIVE it will be an exciting month, too. We shall report the winners selected by the judges in our two national competitions—*Schools and Community Improvement* and *Better School Design*. We will present the third article in Paul Mort's series on Educational Adaptability. C. C. Trillingham authors the green sheet on the important subject, *Selecting Books and Materials*.

In the building field, we will present a description of an outstanding Negro high school at Beaumont, Texas. The Planning Section will be devoted to the cooperative projects in school administration which are sponsored by the AASA and financed by the Kellogg Foundation. A group of outstanding school leaders will examine this undertaking and present their views. We think the issue will be one of our best.

Sincerely yours,

Walter D. Cocking
Chairman, Board of Editors

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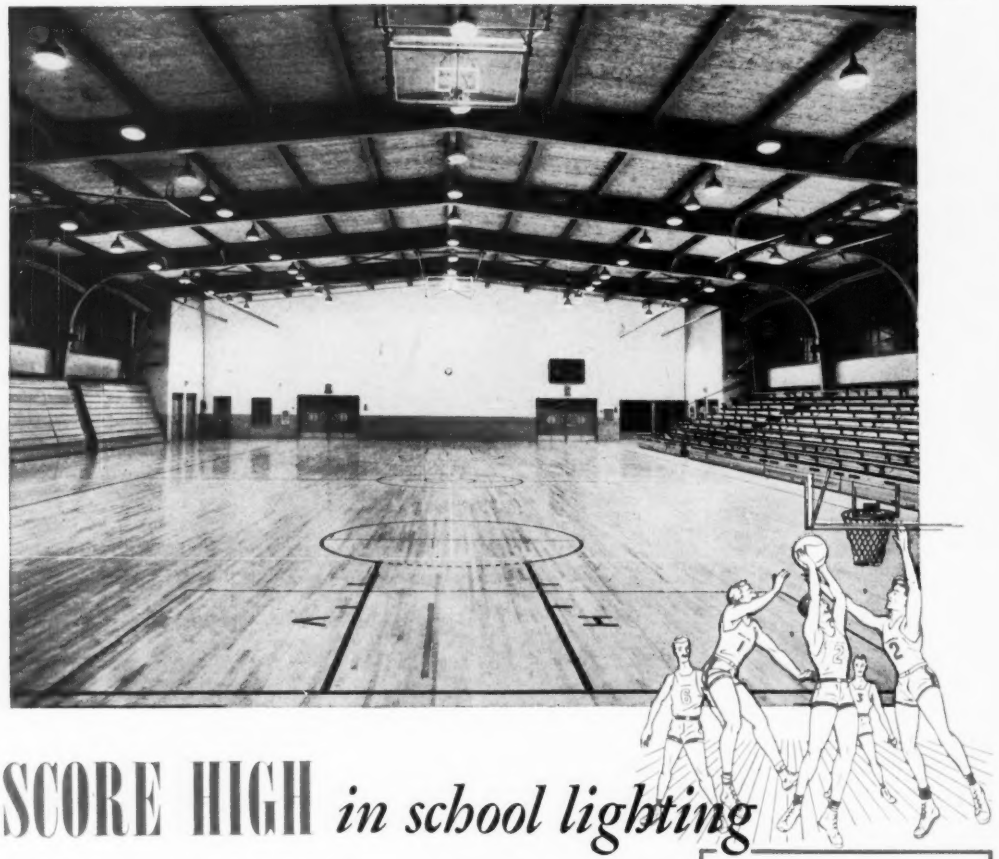
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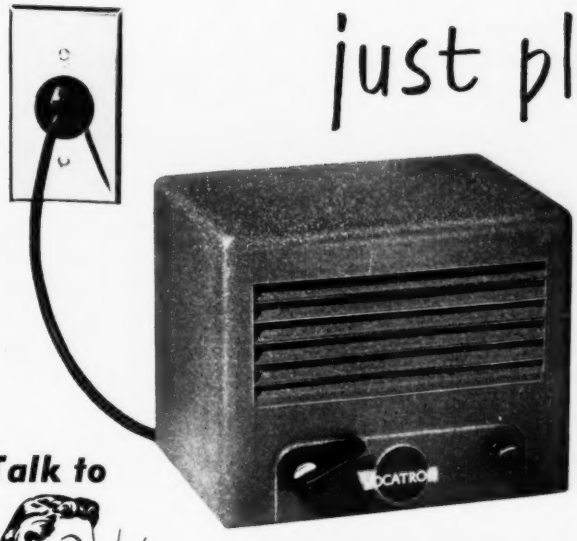
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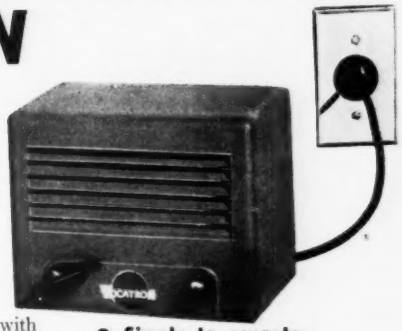
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Keynotes

Looking Backward

AS WE ENTER A NEW YEAR we can look forward for inspiration and backward for experience. Looking ahead this year is unusually difficult. But we can survey the past by recalling what happened ten years ago in American education. The Educational Press Association listed the following ten events as the most important educational happenings of 1942:

1. Launching of the High School Victory Corps.
2. Army and navy training in the colleges.
3. A National Conference on the Schools at War.
4. Emphasis on aviation and pre-flight education.
5. Vocational training for the war industries.
6. The campaign for aid to schools.
7. Exemption of teachers from the provisions of the Hatch Act.
8. The school collection of scrap to aid the war effort.
9. The child care program under the U. S. Office of Civil Defense.
10. The 1940 Census report on the educational level of American adults.

Looking back on 1942 from the vantage point of 1952 we can see that many of the supposed *events* of 1942 were, in fact, of minor importance. The campaign for federal aid to education failed. Who now remembers the conference on education and the war? The High School Victory Corps was scarcely a complete success. The civil rights of teachers, restored by the amendment of the Hatch Act, have been imperiled again by recent trends.

We shall soon be reading lists of "outstanding" educational events of 1951. But the lesson of reading the list of such events for 1942 seems to be that the really decisive events in education rarely make the headlines.

A Code of Ethics for School Boards

IN VIEW of the current interest in ethics in private life and in government, the Louisiana School Board Association has come forward in a timely fashion with its proposed Code of Ethics for school board members. The code covers eighteen different points, including freedom from subservience to political interest; refusal to seek special privilege or private gain; responsibility to provide educational opportunity for all children; recognition of the executive role of the superintendents of schools; absence of personal pressure for the appointment of friends and relatives; acceptance of decisions by the majority of the board; keeping informed about educational problems; refraining from committing the board until the board as a whole has acted; refraining from public criticism of school personnel; economical and efficient expenditure of public funds; refusal to subject the daily lives of teachers to harsh or petty restrictions; willingness to attend school board meetings with an open mind; and strict compliance with the school law of the state.



N. L. Engelhardt



William G. Carr

A cynic might say perhaps that those who will approve such a code of ethics do not need one, while for those who would not obey such rules, the mere proclamation of a code is valueless. There is something to be said, however, for united dedication to high principles. The code of ethics for school board members has, at least, the advantage of making clear what the great majority of those who serve the public in that capacity believe to be responsible and upright procedure.

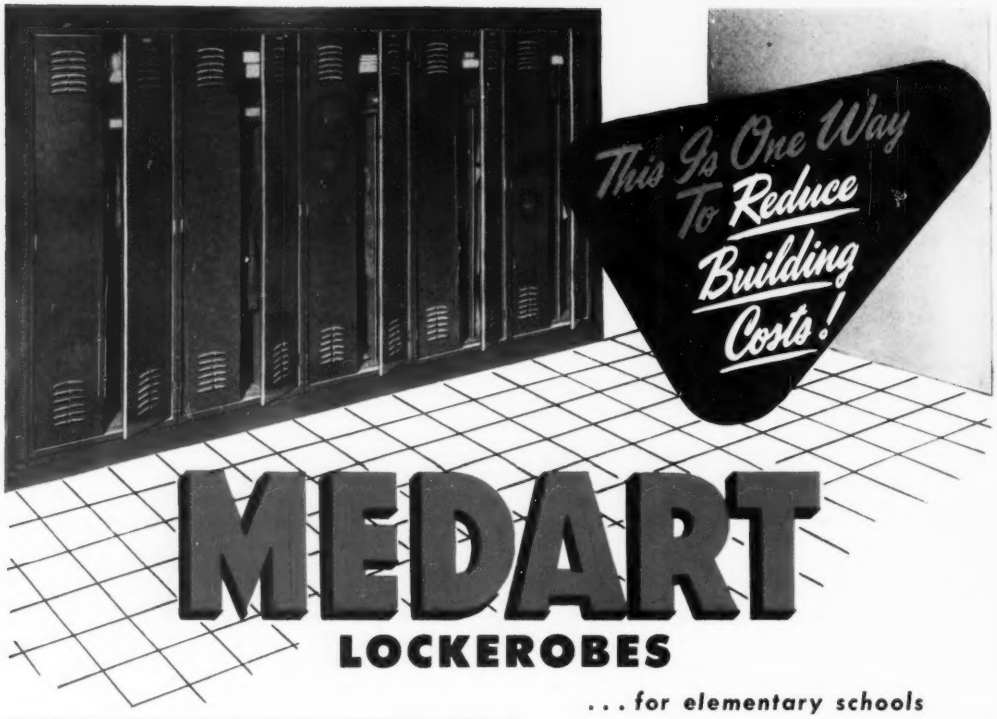
Outdoor Classrooms

PERHAPS ONE out of ten or fifteen elementary classrooms now being planned has provision made for out-of-doors classroom space directly adjoining the teaching space within the building. As a general rule, a door makes for easy passage between the two spaces and classroom windows are so planned that the teacher may exercise complete supervision of both areas.

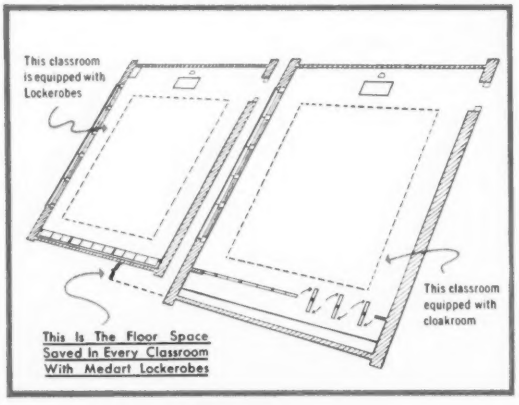
This outdoor classroom space has long been a feature of kindergarten planning, and is now widely accepted for primary and intermediate grades. The general principle followed has been that of integration of teaching with the natural character of the site. The desire for freedom in the activities of children and for getting away from the restrictive isolation of indoor space have also guided the trend.

The outdoor classroom serves in moderate weather as a place for art activities and outdoor discussion area. It may be so arranged that a mound can be used for simple outdoor dramatics. It has an important role as an area for large project construction. Projects may be fashioned out of outdoor blocks, lumber, packing cases, or a combination of all these.

The major requirements of the outdoor classroom are a hard surface, protection from the prevailing winds, ample sunlight to temper the cold, and a sound baffle so that adjoining classrooms are not disturbed. In some cases, space for children's planting, a covered sandbox,



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an outdoor workbench, space for small animals and other educational equipment has been provided in the outdoor classroom area. A space roughly equivalent to the indoor classroom should be provided.

To make this new and relatively inexpensive addition to classroom space really effective, teachers must be taught how to use it. The mere provision is without gain, if constructive utilization is not made of it. Here are to be found the possibilities of significant expansion and growth in the work of the elementary schools but teacher workshops, visits to schools making full use of the facilities and administrative approval of work well done are important factors.

The teachers colleges of the country will, of course, be giving special training to incoming teachers so that enrichment of elementary teaching may become a reality. They will prepare curriculum instruction materials to guide teachers. They will be anxious to capitalize this addition to elementary space to the full. A rare opportunity exists for creating new child enthusiasm and expanding children's horizons. It may be expected that the professional progress made over a short period of years will result in a far greater percentage of elementary classrooms, particularly ground level rooms, having this expansion to their teaching facilities with a minimum of costs.

Inflation: A Threat to Security

THE POSSIBLE EFFECT of continued inflation in this country is a matter of the gravest concern to school administrators and teachers as well as to citizens. Persons who have attempted by prudence and thrift to safeguard themselves and their dependents against want are most seriously affected. Moreover, public employees, including teachers, will find in general that their incomes respond with lethargy to rises in the cost of living. The result is their inability, year after year, to improve their economic position or to make provision for the future.

Inflation in the United States has already done great harm. But the difficulties which now beset us are nothing to the threatened catastrophe of all-out inflation. What this means in concrete terms can best be understood by glancing at the experience of some European countries. A shopkeeper in France says: "My father in this same shop sold these plates at four for one franc; the price today is 135 francs each." In Italy, the purchasing power of the lira has declined to one-fiftieth of its value in 1938. This is like saying that an insurance policy worth $5,000 is worth only $100 in terms of buying power.

Perhaps inflation is unavoidable. Perhaps the economic distress, the distress of the middle class, the unfair treatment of aged persons, the penalizing of the thrifty and foresighted, are inescapable fruits of the war and the vast current expenditures for national defense and foreign aid. On the other hand, not all countries affected by the war have suffered from runaway inflation. Some countries have been able, at least for the time being, to keep inflation within bounds. Is it not time for one of the great research foundations or one of our well-equipped institutions of higher learning to undertake a thorough study of the problem of inflation in the United States and recommend effective methods for dealing with the problem? At the rate things have been going during the past year, little time remains if economic catastrophe is to be avoided.

Not a Member of the Cabinet

A LONDON DISPATCH recorded the appointment by Prime Minister Churchill of Miss Florence Horsbrugh to head the Ministry of Education, "one of the more important ministries in his new Government." The dispatch stated she would have cabinet rank but would not be a member of Mr. Churchill's cabinet.

The two leading democracies in the world, Britain and the U. S. A. preach and profess the importance of education in guiding their destinies but follow identical practices in keeping the national representative of education out of the highest national councils. When will practice conform to profession?

Why We Like Our New School

CHILDREN READILY RECOGNIZE the difference between a school planned specifically for them and one that is forbidding, cold and institutional. They like the homey, colorful atmosphere of a room adapted to their own needs. When children are asked to write about their new school, their comments may be a sufficient reward for the care that has been given every detail. They like the book corner, they rejoice in the garden just outside their classroom door, they react with joyous fervor to their own play areas, they like the bright colors on the wall and they find the work counters convenient for their own uses.

Try them if you have built a new school. Ask the question so that you get their unfavorable as well as favorable comments. It will help much in planning the next school you help to build.

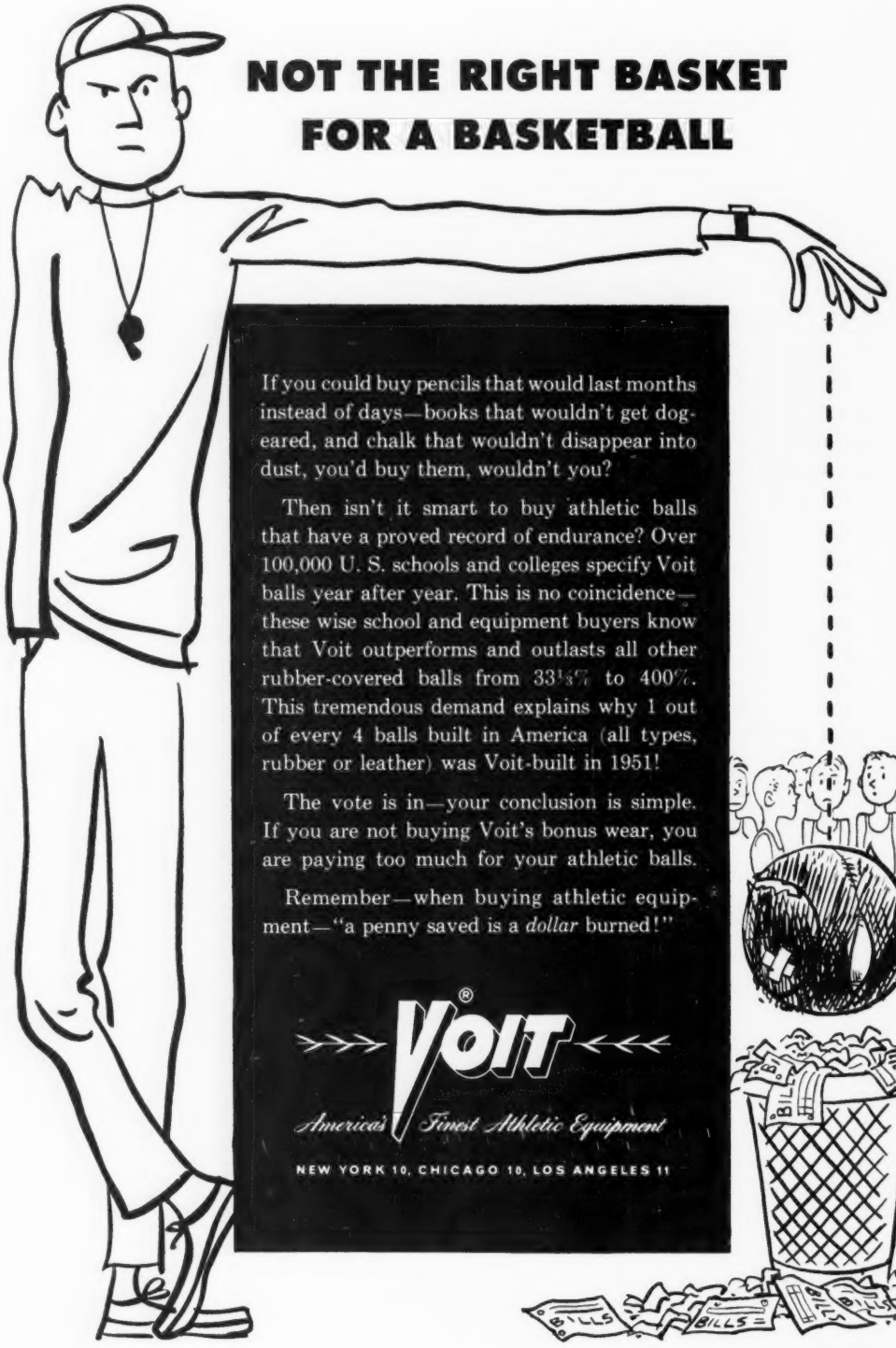
Publicity: The Administrator's Dilemma

SWEET are the uses of publicity. It builds prestige and inflates the ego. Though many say they desire no personal fame, few really act upon that basis.

The school administrator, in his relations with the press and other publicity agencies, has to choose a narrow path between anonymity and notoriety. If he keeps too much in the background, he may find himself without friends when some major crisis in school affairs confronts the community. On the other hand, if he is too assiduous in getting his name into print, he will almost certainly decrease his usefulness.

By and large, the more good publicity given to a school system the better; by and large the less publicity given to an individual the better. It is a wise man who remembers that few of us can have both influence and renown.

NOT THE RIGHT BASKET FOR A BASKETBALL



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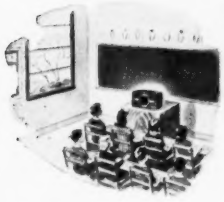
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RCA Victor is proud to offer a new AM-FM receiver, *The Livingston*, which meets your every school need. Here is an instrument which provides the finest reception of standard AM broadcasts . . . and if your school is fortunate enough to be within range of an educational FM station, *The Livingston* (Model 1R81) also offers incomparable FM reception.

The Livingston has the famed "Golden Throat" tone system *with an eight-inch speaker* for console-type tone quality. Two built-in antennas for FM and Standard broadcast. And, of course, there is a phono-jack which allows you to plug in a record player, like the "Victrola*" 45 Attachment for superb record reproduction.

Your local RCA Victor dealer will be pleased to demonstrate this fine receiver for you. Fill out the coupon below for literature describing this and many other RCA Victor radio receivers.

*"Victrola"—T. M. Reg. U. S. Pat. Off.

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RCA VICTOR

DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.

EDUCATIONAL SERVICES, Dept. 109A
Radio Corporation of America
Camden, N. J.

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SE-6

NATIONAL LINE OF MODULAR SCHOOL FURNITURE



What Do You Look For In A School Desk?

NATIONAL SCHOOL DESK NO. 2020 SERIES

- Easily movable for all classroom activities, it allows for a variety of different arrangements and uses.
- The Natcolite top, surfaced with Nevamar laminates in approved wood grain pattern designed for uniform low light reflectivity. It never needs resurfacing, is not easily marred and resists destructive impulses of school children. Maintenance problems are practically eliminated...just wipe it clean.
- Rugged construction assures long life and continued satisfactory service. Built of finest quality Northern maple, with slanting book shelf that prevents spilling of books.

Like all other items in the National line, this desk has been designed with the needs of educators in mind. Every feature of the National desk has been incorporated in accordance with adaptability to changing classroom situations and to provide the greatest degree of flexibility. Here is a desk of exceptionally high quality . . . priced within the reach of the average school budget.

NATIONAL SCHOOL FURNITURE COMPANY

Division of National Store Fixture Co., Inc.

BALTIMORE-23, MARYLAND

The Washington Scene



Dear Dave:

A quickened conscience of college administration expressed itself here at Thanksgiving time through a special committee of ten college presidents appointed by the American Council on Education to investigate athletic policy in the institutions of higher learning.

While the college presidents met here, five former basketball players were sentenced in New York on bribery charges after the judge delivered a scathing denunciation of evil practices in college sports.

The college presidents opened their sessions with a hearing to which had been invited Leo Peterson, sports editor of the United Press, Ted Smits, sports editors of the Associated Press, and G. W. Taylor, sports editor of the Des Moines *Register and Tribune* and president of the Football Writers Association. Representatives of the National Collegiate Athletic Association were also present.

At subsequent monthly hearings of the American Council special committee, the presidents of the organizations of college coaches in various sports will be witnesses.

The college administrators accepted their share of the responsibility to clean up athletics, declaring the integrity of institutions of higher learning is at stake.

The presidents agreed that athletes should get a complete education and should not be allowed to loaf through in snap courses; that they should work toward a degree and keep up with their classes.

When the chairman of the special committee, John A. Hannah (Michigan State College), was asked about alumni pressure, he responded: "That came up too, and I was surprised to find that not many of the presidents were concerned about this. They feel that if the program is sound and properly presented the alumni will go along."

The Educational Policies Commission of the National Educational Association last March began the preparation of a policy statement with respect to the maintenance of educational value in athletics and the elimination of irregular sports practices.

As the Ford Foundation Scholarship plan to enroll 215 high school sophomores in college with freshmen standing buzzed through Washington, an old controversy in education was revived. All of the boys are under sixteen and a half years of age. The National Association of Secondary School Principals says "this plan is educationally unsound and dangerous to the best interests of boys individually and to high schools generally. It is more devastating to youth than *acceleration*, which is also regarded by many leading educators as unwise, unnecessary and unsound."

The National Commission on the Defense of Democracy through Education has made a preliminary investigation of the discharge of sixteen teachers in the Miami, Florida, Technical High School. The difficulties are centered in personnel practices. The Defense Commission was invited to study this situation by the Miami teachers, the teachers of Dade County, and by the Florida State Education Association.

As the cease-fire declared by the FCC went into effect on the November filing deadline, education was winning on most of the TV fronts. Five hundred fifty-two colleges, universities, school systems, and public service agencies have filed, either separately or jointly, sworn statements of interest in and intent to use most of the station channels temporarily set aside for that purpose by the FCC. The petitioners came from 48 states, two territories, and the District of Columbia. The 349 statements filed involved 73 of the 82 channels set aside by the FCC in the very high frequency area of the spectrum and 126 of the 127 channels set aside in the ultra high frequency bands.

When restrictions on construction material are lifted and the educational agencies begin to establish stations, they will find ready for their aid a variety of studies and statements produced by the Joint Committee on Educational Television through which the affidavits in behalf of educational television channels have been filed with the Commission. The studies include costs of constructing and operating television stations, solutions for engineering problems, and suggestions for programming.

The U. S. National Commission for UNESCO comes to the rescue of education on at least one front where attacks have recently been felt. The Executive Committee of the organization condemns charges against teachers and school administrators because they teach about the United Nations and UNESCO. The committee "warns against this device of hiding behind the flag while at the same time seeking to destroy freedom." The press was called upon to continue exposure of those who "assail the integrity of educators because of their interest in the UN."

Earl J. McGrath, U. S. Commissioner of Education, is in Tel-Aviv heading a four-member mission of United States educators to the Israeli Government. Accompanying the Commissioner are: A. B. Bonds, Jr., Arkansas State Commissioner of Education; George Zuckerman, Assistant Superintendent of Schools, New York, New York; and James R. Coxen, U. S. Office of Education.

John Dale Russell, Assistant Commissioner for Higher Education in the U. S. Office of Education, has accepted a position as chief executive officer of the Board of Educational Finance for the State of New Mexico.

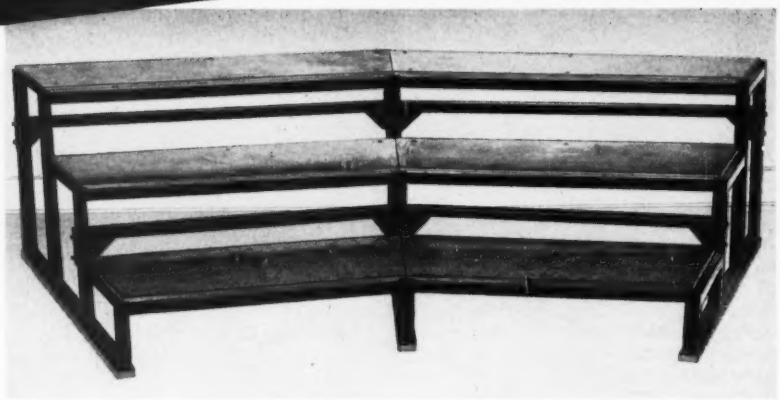
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Les

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BUILT LIKE A BLEACHER



- FAST SET UP
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- SIMPLE TO HANDLE
- NO BOLTS TO FASTEN

Playtime engineers feel sure you will like this completely new Portable Riser. It is designed after the well known bedboard principle for quick, easy assembly and tear down.

There are no bolts to fasten. Sturdy steel angles slip onto the studs of each one piece Welded Steel Panel assuring a rugged firm platform.

The largest section of the Playtime Portable Standing Choral Riser is 2'x4' and no part weighs more than 20 lbs. This feature makes the Playtime Riser, by far, the easiest Riser to handle that you can buy. It stores easily, in a minimum of space, too.

To assemble the Riser all you need do is pick up the parts and put them in place. There is no fuss, no bolts, no wasted time.

MULTIPLE USE

Your Playtime Portable Riser is most versatile. It is available with platforms 32 and 48 inches deep for seated choruses and orchestras. These two models can also be used for additional seating on stage, at basketball games, commencements, or other school activities, indoor or out.

Portable stages also available.

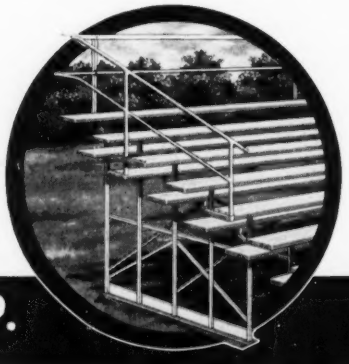
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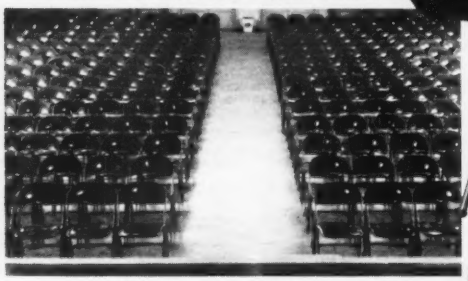
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Comfortable Samson seating in the school auditorium





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SCHOOLS everywhere solve special seating problems—in crowded classrooms, assembly halls, lunchrooms and social rooms—with Samson Folding Chairs.

They're low in cost. Original investment is soon amortized.

Comfortable! Posture-curved for young backs. Extra-wide seats. Noiseless, non-sliding rubber feet protect floors.

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Safe! Won't tip, tilt, or wobble. Safety-guard seat hinge protects children's fingers. Seat strong enough to stand on.

Easy handling! Samson Chairs open and fold as easily as a book. They're light to carry, simple to stack and store.

Special low prices on quantity purchases. Ask your Samson distributor for quotation, or write us direct.

THERE'S A **Samson** FOLDING CHAIR FOR EVERY PUBLIC SEATING NEED

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COMMUNIQUE

The present national emergency means new adjustments for schools. On this page, we bring you pertinent facts on critical issues and their possible effects.

TOKEN INCREASE

DPA has announced an increase of 15,000 tons of steel for elementary and secondary schools over the original allocation of 96,000 tons for the first quarter of 1952. This raises the steel quota to 111,000 tons, or about half of the stated minimum requirements for the period.

The supplementary 15,000 tons will start construction of 500 new elementary and secondary school projects needed in defense and overcrowded areas. But still left are over 1,000 approvable applications pending before the U.S. Office of Education that will have to be deferred.

The increase allows no additional material during the first quarter for higher education and library construction which was allotted only 14,000 tons of the original amount. The steel needed for this quarter totals 43,000 tons. In addition to postponing new construction in colleges and universities, 88 projects already under way will have to be discontinued due to lack of materials.

Less than one-fourth of the 111,000-ton allotment will be structural steel, the greatest need in school construction at this time. The remaining tonnage is to be bar steel.

CROSSFIRE

Shortages in qualified manpower and decreased purchasing power pitted against increased demands for school services have placed the nation's schools in a crossfire.

The postwar gains in overcoming wartime losses and neglect in the schools have slackened during the past two years, a nationwide NEA survey reveals.

Increased federal taxation plus the rising cost of living have caused a reluctance on the part of the public to increase local and state taxes necessary to meet the need for higher teachers' salaries, new school construction, and recruitment in teacher education.

Thus while school enrollments continue to increase steadily, the public schools must employ thousands of teachers with substandard teaching certificates. Some 400,000 elementary and secondary pupils have less than full-time school opportunities because of the shortage of teachers and building facilities.

BEATING THE SHORTAGE

In a campaign to promote school construction with a minimum of critical materials, the New York State School Building Commission has compiled the following suggestions:

1. Choose a flat solid site eliminating need for complex steel foundations.
2. Omit wings or other appendages included for esthetic considerations only.
3. Use a series of short spans rather than a single long one.
4. Use wood rather than metal for door frames, windows, cabinets, and furniture.
5. Substitute gypsum lath, brick or tile lintels, and vitreous clay for their metal equivalents.

MORE SCRAP

"Why not have the children of America participate in a steel scrap collection program?" asks William Arild Johnson, Washington architect. He reasons that it would help to increase scrap collection, it would publicize and dramatize the need for steel for school buildings, and it might embarrass the proper authorities into increasing steel allotments for schools.

Mr. Johnson would be glad to explain and discuss his ideas further; he may be addressed at Johnson & Botesch Architects, Everett, Washington.

MORE CLASSROOMS

An estimated 600,000 classrooms will be needed in the next seven years to maintain adequate school housing in the face of rising enrollments.

As predicted by Ray L. Hamon, chief of the school housing section, U.S. Office of Education, 222,000 classrooms, with an average of 27 pupils per classroom, will be required from 1951-52 to 1957-58 to house the increased number of schoolchildren; 126,000 classrooms to replace worn-out or obsolete facilities; and 252,000 classrooms to allow for population shifts, district reorganization, and program expansion.

BRITONS ARRIVE

Sixty-seven young British trainees have arrived in the United States to study industrial management and engineering at various universities. These students will provide a nucleus of industry executives trained in the latest management and engineering techniques. They will return to positions in these fields in Britain after their study trip. The training is being financed by ECA under its technical assistance program.

SE-16

SUBJECT: MT. SAVAGE SCHOOL MT. SAVAGE, MARYLAND FINAL COST: 59½¢ PER CUBIC FOOT



THE ENGINEER and ARCHITECT REPORT ON . . .

Smooth Ceilings System!

. . . the facts about Smooth Ceilings System's outstanding building economies . . . from the men who used it!

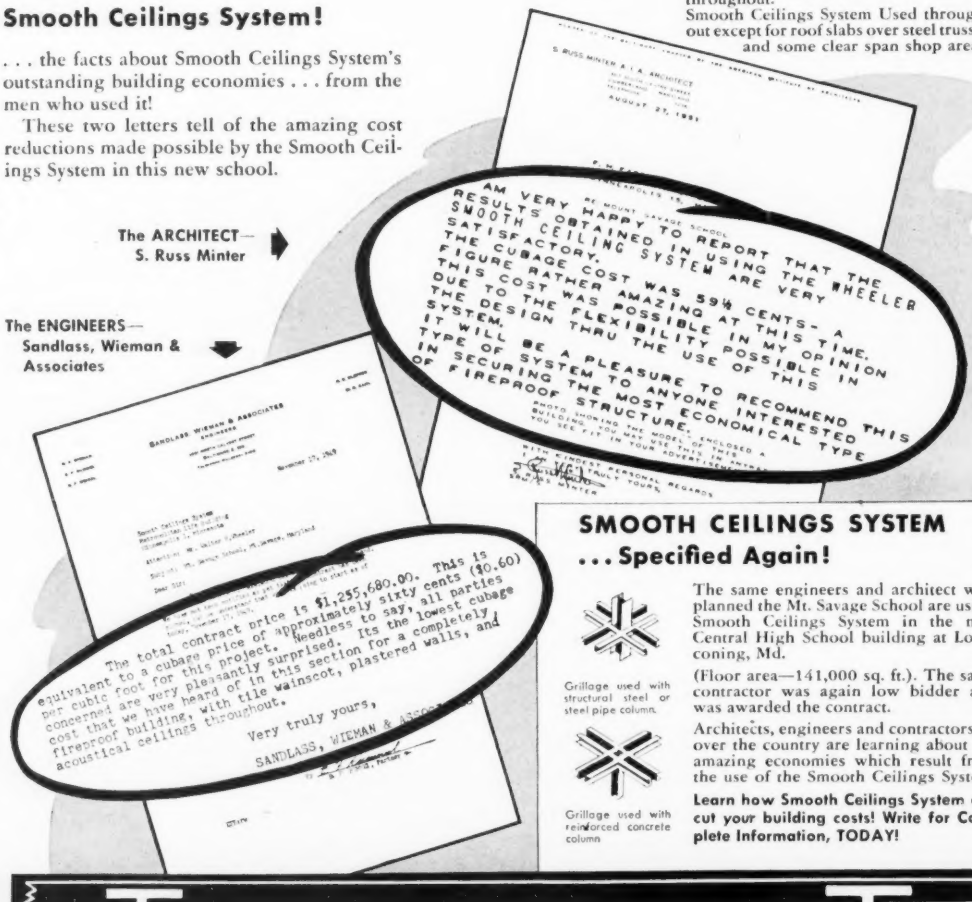
These two letters tell of the amazing cost reductions made possible by the Smooth Ceilings System in this new school.

The ARCHITECT— S. Russ Minter

The ENGINEERS— Sandlass, Wieman & Associates

CONSTRUCTION HIGHLIGHTS

Total Floor Area: 128,000 sq. ft.
Completely fireproof; tile wainscots; plastered walls; acoustical ceilings throughout.
Smooth Ceilings System Used throughout except for roof slabs over steel trusses and some clear span shop areas.



SMOOTH CEILINGS SYSTEM ... Specified Again!

Grillage used with structural steel or steel pipe column.

Grillage used with reinforced concrete column

The same engineers and architect who planned the Mt. Savage School are using Smooth Ceilings System in the new Central High School building at Lonaconing, Md.

(Floor area—141,000 sq. ft.). The same contractor was again low bidder and was awarded the contract.

Architects, engineers and contractors all over the country are learning about the amazing economies which result from the use of the Smooth Ceilings System.

Learn how Smooth Ceilings System can cut your building costs! Write for Complete Information, TODAY!

SMOOTH CEILINGS SYSTEM

802 Metropolitan Life Bldg., Minneapolis 1, Minn.



Restore even the most mutilated desk tops

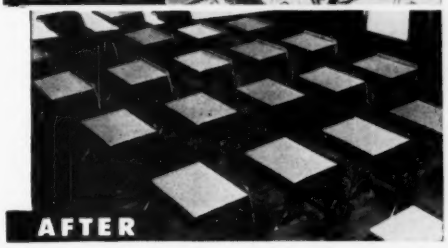
reduce maintenance... improve illumination... with G-E TEXTOLITE* Plastics Surfacing Material



No need to discard costly school desks because mutilated tops make them unusable. Resurface them with G-E Textolite plastics surfacing material. It defies the enthusiastic destructive efforts of the most expert juvenile carvers.

G-E Textolite desk tops need practically no maintenance — no polishing or periodic sanding and refinishing — immune to inks, paints, oils, common acids — resistant to flame — clean to original brightness easily with a damp cloth.





A New Textolite Pattern — Developed Exclusively for School Use

General Electric has developed a brand new pattern for school use in cooperation with Nela Park Lighting Laboratories. Engineered by lighting experts, it has ideal light reflective properties which improve illumination without glare — reduces eyestrain. Other patterns also meet light reflective specifications.

It will pay you now and for years to come to investigate G-E Textolite for desk tops and other school work surfaces. A Roddiscraft representative will be glad to assist you with your special problems.

*Reg. U. S. Pat. Off.

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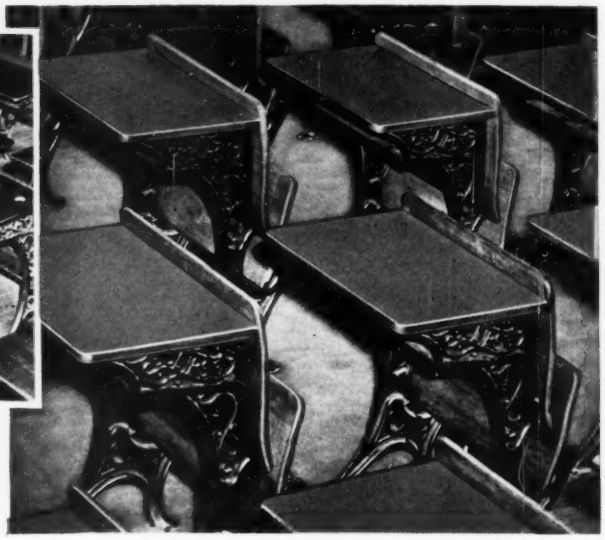
AS YOU **MODERNIZE** CLASSROOMS

WITH G-E *Textolite**

PLASTICS DESK SURFACING



BEFORE: Classroom in an Ohio grammar school, before desks were resurfaced with G-E plastics tops. Note the generally dark appearance of the room



AFTER: The same room, after desks were covered with G-E Textolite plastics surfacing. See how the appearance of the room has been brightened and improved.

Now you can save on maintenance... make classrooms more attractive... obtain comfortable work-area brightnesses—*all at the same time!*

General Electric Textolite plastics desk surfacing provides the modern, *economical* answer to the age-old maintenance problem of worn-out desk tops. Now it is no longer necessary to discard good desks just because their tops are badly worn. Resurfaced with G-E Textolite plastics, desk tops should last for *years* . . . add beauty and improve seeing conditions at the same time.

G-E plastics desk surfacing has a steel-like finish that resists the attacks of small boys and girls . . . which is unharmed by ink, chalk, crayons, clay, paints and many other hazards of the classroom. Requiring no polishing or special care, it cleans quickly with just a damp cloth. The grainless plastics surface is smoother to work on than wood.

*Reg. U. S. Pat. Off.

GENERAL ELECTRIC

New—

THIS SPECIAL PATTERN FOR SCHOOL DESK TOPS



EXPRESSLY DESIGNED FOR DESK SURFACING REQUIREMENTS

It's brand-new! Pictured above is one of General Electric's specially designed Textolite color-patterns for desk-top use. Scientifically styled to minimize eyestrain and to improve seeing conditions, this attractive new pattern meets with the approval of world-famous G-E Nela Park Lighting Laboratories and meets standards prescribed in "American Standard Practice for School Lighting" *(approved by the American Standards Association, September 20, 1948).*

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Brightens up the classroom. Classrooms take on a modern "new look" when you install G-E Textolite plastics surfacing on desks. The bright, cheerful color-patterns make schoolrooms more pleasant for pupils and teachers to work in . . . give *scientifically controlled illumination.*



Cuts maintenance costs. School budgets go further when you use G-E Textolite plastics surfacing as compared with other less durable materials. Desk tops last longer, resist knocks, clean quickly and easily.

Is simple to install. G-E Textolite plastics desk surfacing is easy to install, and the cost is insignificant when you consider the savings in desk replacement, the increased utility, and the improved illumination and appearance of classrooms.

FREE FOLDER TELLS YOU MORE!



Find out more about the way G-E Textolite plastics desk surfacing can increase the beauty of classrooms and save you maintenance costs at the same time. Send the coupon today for a free folder giving more information on G-E Textolite plastics tops for school desks, and listing names and addresses of G-E Textolite authorized distributors.

You can put your confidence in—

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Section Q-1, Chemical Division
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Please send me a free copy of "G-E Textolite School Desk Tops."

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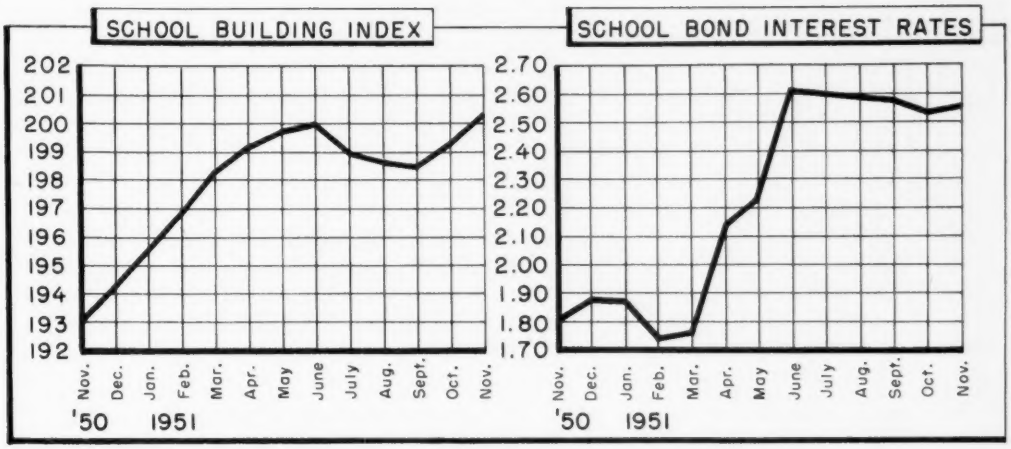
as pioneers we know...

- you will be delighted with the new G-E Textolite* plastic now available to DESK TOPS, INC., for schools.
- as the only company devoted exclusively to the manufacture of plastic school desk and table tops, we can heartily endorse this material...it has met every one of our strict testing standards.
- you can start this remarkable replacement program now without disrupting classroom procedure for one moment.
- more than 400 schools have been serviced with plastic desk and table tops by DESK TOPS, INC., and endorse their beauty, long range economy and serviceability.
- you can get more information about our unique progressive program by writing DESK TOPS, INC., marshall building, cleveland 13, ohio.

desk tops inc.

*Reg U.S. Pat. Off.

501 MARSHALL BUILDING, CLEVELAND 13, OHIO



School Building Costs and Bond Prices

HAROLD F. CLARK, Economic Analyst
Teachers College, Columbia University

THE INDEX of school building costs has started to rise again. The November index, 200.3, as compared with 199.2 in October (1939=100), is an all-time high for the price of school buildings. Unfortunately, there are no adequate signs that the price rise has reached its peak. Building prices stopped rising early in summer and by late summer were one or two points lower than they had been, but the upward trend has resumed.

Although quoted prices on structural steel and other metals used in building remained steady for several months, the actual price was probably advancing during most of this period. The prices of lumber, paint and paint products had declined but have stiffened again. Plumbing and heating supplies and cement prices continue to rise, also.

The supply of structural steel constitutes one of the major problems of school building. Only a very small fraction of the requested totals for school buildings has been allowed by the authorities in Washington. There is a great difference of opinion on the adequacy of the supply. Some authorities in the steel industry insist that the total estimates for structural steel for all purposes are entirely unrealistic. One pointed out that requests for structural steel for the first quarter of 1952 are approximately double the former high point of consumption in a single quarter. As he shows, it is entirely unreasonable to assume that such a large amount of steel can be used. He is convinced that the requests are grossly inflated from many sources and that if all requests could be scaled down to a realistic level almost all structural steel actually needed could be provided during the first quarter of 1952.

Other authorities in the steel industry are quite insistent that the supply of steel will become adequate before the year 1952 is over, provided there is no all-out war. The steel industry faces the prospect of higher wages which will probably mean further increases in steel prices. Shortages in copper, nickel and aluminum are even worse and will continue.

All things considered, 1952 should be a year of heavy school building unless military demands use up more building materials than now seems likely. Certain critical materials will probably be difficult to obtain; but if proper changes in design are made, it should be possible to continue school construction uninterruptedly. However, if price rises and federal deficits continue, it will add to the monetary supply and greatly increase inflationary pressures.

Bond Interest Rates

Long-term school bond interest rates have shown a slight tendency to rise during the past month. Interest rates on the whole have been rising for some weeks.

The interest rates on government bonds of different maturities are unusually close together. On one recent day three-month bills sold for 1.64 percent. Twelve-month paper sold for 1.68 percent and five-year issues for 1.87 percent. Rates on commercial loans have risen and may rise even further. During the past month a few relatively short-term school bonds sold for less than 1.50 percent. But such sales will disappear. When short-term federal issues can be bought to yield 1.50 percent or more, there is little prospect of selling school bonds at this rate.

Short-term school bond issues will probably rise further. Long-term bond issues may stay where they are for a while unless government policy changes again.



Hillyard maintains a staff of trained experts (Hillyard Maintaineers) for free consultation on floor problems.

*South Side Junior High School, Kalamazoo, Michigan.

The Reason Why *Hillyard* FLOOR CARE can secure "First Day Newness" for the Years Ahead

* This Michigan School Board made a wise decision—called a Hillyard Maintaineer for advice on floors. Working closely with the architects for the building, the Hillyard floor expert made his survey, prepared a plan to assure protection to all floors throughout the building. Now in daily use, the new school follows labor-saving Hillyard recommendations for a lifetime of beauty.

* **Architects**
Louis C. Kengscott
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Tough, glossy, non-skid Hillyard floor finishes specialized for wood, asphalt, rubber, linoleum, cement, terrazzo, magnesite, will give YOU planned protection for your new floor—help you refinish old floors to look like new. You'll welcome Hillyard's easier cost-saving methods. The services of a Hillyard Maintaineer are offered schools large or small, without obligation.

ONLY *Hillyard* MAKES HIL-TEX® SEAL
the new undercoat treatment that gives asphalt tile and resilient floors longer life and beauty. This trademark is your protection.

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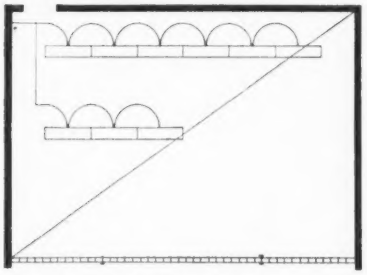
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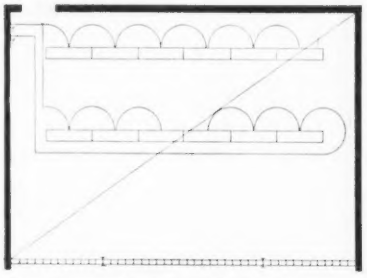
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and still conserve critical materials

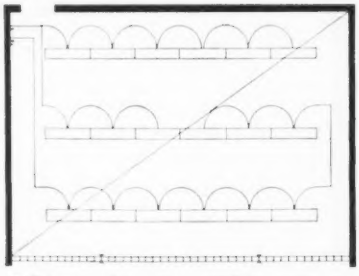
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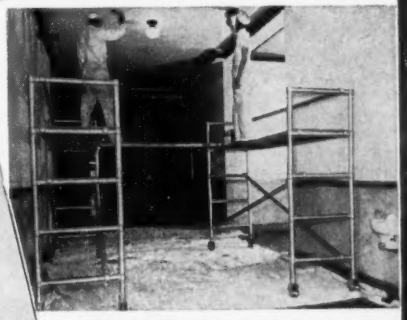
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M. R. K. adds . . . (Name on request)
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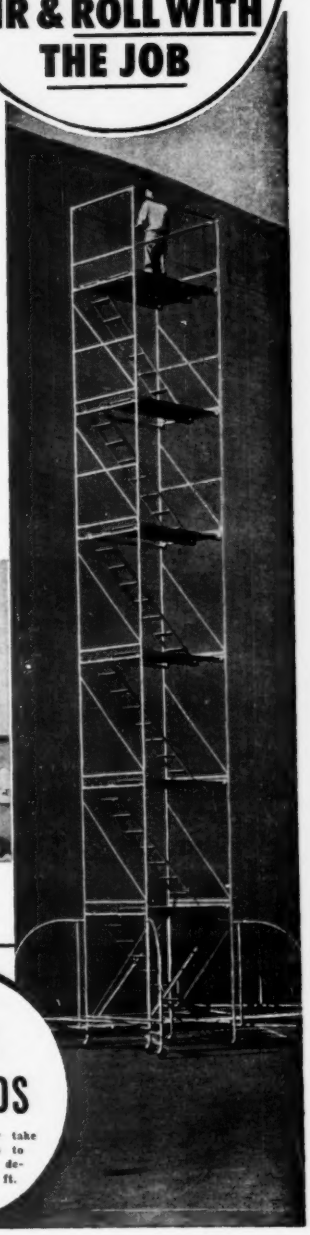
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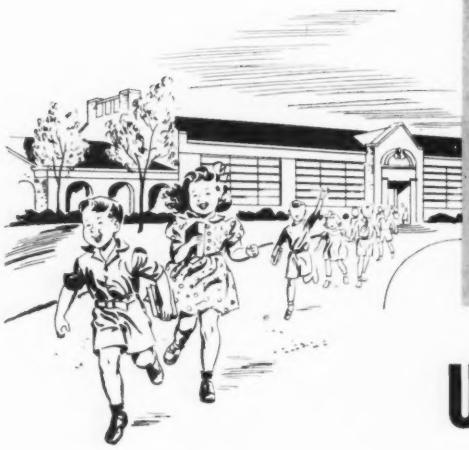
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The Multi-Clean Method, applied to this floor, gives it a long-lasting gloss . . . keeps it in tournament shape. Multi-Clean Gym Finish excels or meets all specifications established by the Maple Flooring Manufacturers' Association.



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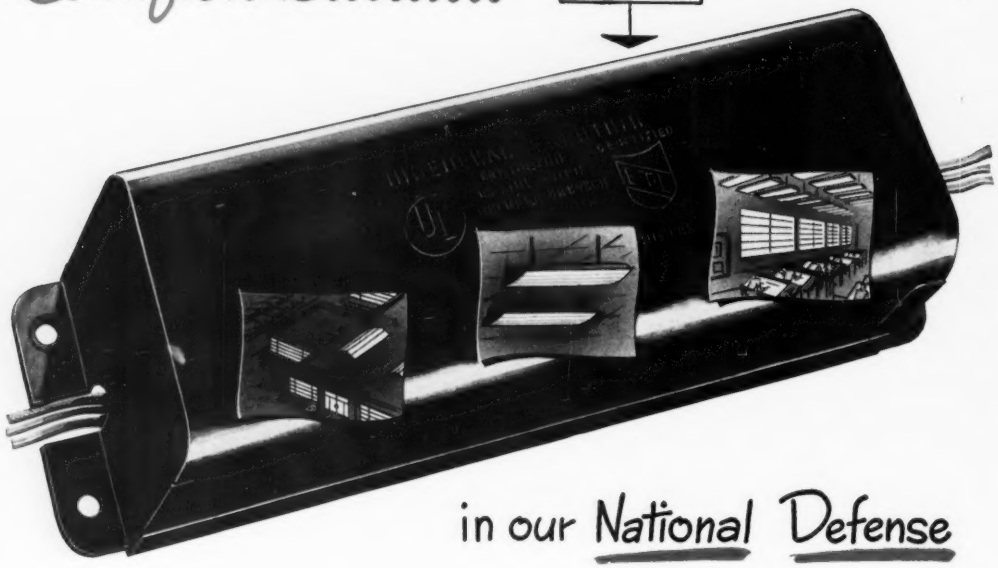
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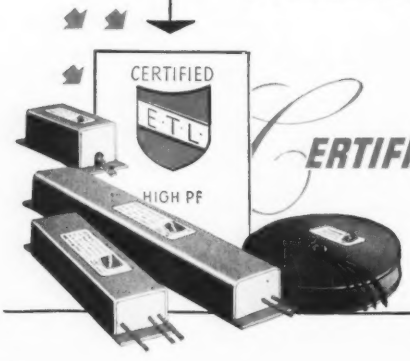
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NEW EFFECTIVENESS—new economy—new end results in learning—these are the teaching advantages of magnetic recording.

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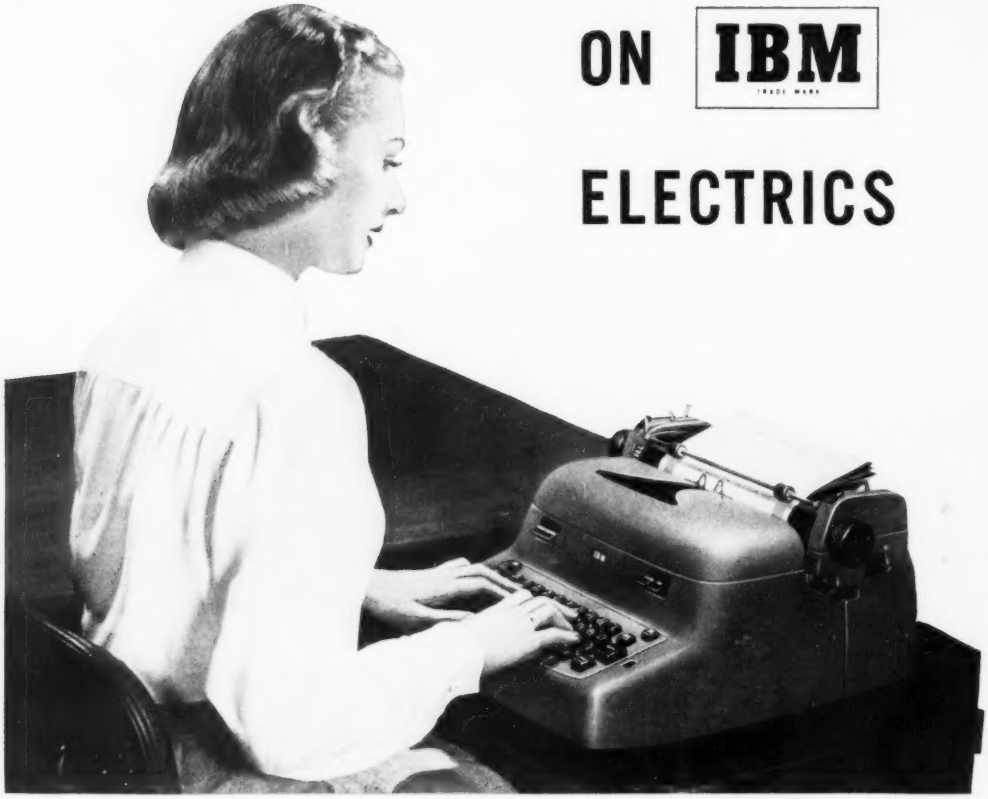
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I'd like to try a sample of Lustreclean

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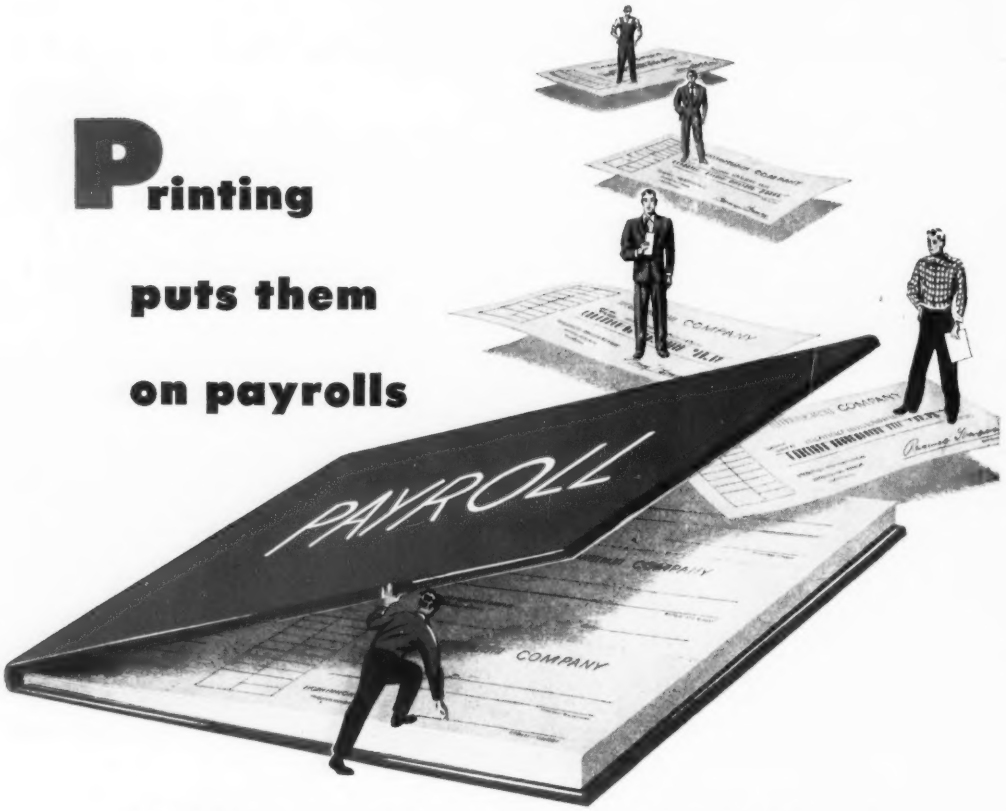
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Dept. 15

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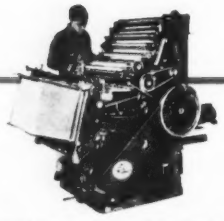
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Citizens Organize for Better Schools

SPECIAL ISSUE

FEDERAL SECURITY AGENCY
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

October 2, 1951

Mr. Walter D. Cocking
Chairman, Board of Editors
American School Publishing Corp.
New York 16, New York

Dear Mr. Cocking:

My heartiest congratulations on your decision to devote an entire issue of THE SCHOOL EXECUTIVE to the subject of "Citizen Participation in the Schools." One of the most encouraging developments of the past few years has been the tremendous growth of citizen interest in matters of education, and the organization of that interest to make action effective.

Today, in addition to our parent-teacher associations, there are some 1500 specially organized citizens' groups throughout the country, each working on local educational problems. On a nationwide scale, we have the recently formed National Citizens Commission for the Public Schools which is doing a magnificent job in bringing public attention to some of the more pressing problems that beset our schools.

All these groups are functioning in the true democratic tradition of citizen responsibility for matters which concern the common welfare. Already, the results are beginning to show. In many, many communities the drive to build more needed classroom facilities and to increase teachers' salaries can be traced directly to the activities of these groups. And dozens of other positive accomplishments can be chalked up to their credit.

More than ever, in this period of international crisis, we must look to our citizens to help strengthen and develop the entire structure of our public school system. The closer association they can establish with the local school authorities – and with the teachers and pupils – the better education we can give our children.

Democracy, its strength and purpose, is precisely what the combined efforts of our citizens choose to make it. There is no surer way of directing its course than through the education of our young people.

Sincerely yours,

Earl J. McGrath

Earl J. McGrath
U. S. Commissioner of Education

As I See It

By Walter D. Cocking

Schools Belong to the People

THIS ISSUE OF THE SCHOOL EXECUTIVE is almost entirely devoted to citizen participation in schools. For several years now there has been a growing movement throughout America for greater participation by the people in the purposes, programs and problems of the schools. In the majority of cases, this movement has been intelligently organized with constructive ends in view. In some cases, a minority of the people in a community have used the idea of citizen participation for selfish and destructive ends. On viewing the scene, however, one must conclude that on the whole progress has been made; nevertheless, one must recommend that all citizens take a more active interest and greater participation in school affairs.

The purpose of this issue of THE SCHOOL EXECUTIVE is to bring to school administrators and citizens the best information available on how to organize for citizen participation, what to do and how to do it. We believe that if careful and thoughtful plans for citizen participation are made, the effort will result in constructive achievement and better schools.

There are many good reasons for greater citizen participation in school affairs. After all, the schools do belong to the people. We have seen enough of absentee ownership of land and plants to know that such ownership is not healthy either for the people and property immediately concerned or for the economy as a whole. This is equally true of the schools. Without active citizen participation in school affairs, others—school boards, administrative staffs, selfish groups—are encouraged to act as if they owned the schools and to take over the functions of the owners.

I BELIEVE, furthermore, that in any social undertaking better policies and programs result when they are based upon the active participation and keen understanding of all the people. I am afraid, likewise, of decisions made by any small non-representative group, regardless of its good intentions and purposes. I can come to no other conclusion than that in a democracy the majority decision of the people is right. I would sooner trust the judgment of a large group which understands a problem than depend on that of any individual. Here, as I see it, we have one of the basic reasons for greater community participation in school problems.

Active participation in an enterprise results in greater coverage for and interest in it. The evidence is overwhelming that school progress is greater in those communities wise enough to enlist the general participation of its citizens. As one who believes thoroughly in public education and its beneficial results I am convinced that one practical and surefire way to get better schools is to secure a continuing active interest in the schools by the rank and file of the citizens of a community. Such an interest is best attained through the participation of the citizens in school affairs.

Someone says, however, that citizens are already represented by their school board. It is also urged that the work of citizens committees conflicts with that of school boards. What is a school board? It is the legal instrumentality of a community with respect to its schools. Its task is to do those things which are necessary to carry out the will of the community. It is not the job of the school board to do the community's thinking about schools. The members of the board should participate as citizens in the community's action to determine what it wants of its schools. When the community's judgments are crystallized, it becomes the task of the school board to put the community's judgment into action. I am sure that the thousands of earnest school board members do not want or expect to think for their communities.

Finally, as I see it, if schools belong to the people then they must be concerned with school policies, programs, results. The people are the only stockholders in this enterprise called education. It is the business of stockholders to determine the policies of the enterprise. School boards are the boards of directors of the enterprise. They are selected by the people to legislate, or carry out, the people's will. Administrators and teachers are the technical personnel employed to conduct and carry on the enterprise. Because of their technical competence they also have the function of advising community groups and the school board on school policies and programs. Students are the raw material to be refined so that they become useful and intelligent citizens. Lastly, the community is the laboratory or place of business in which the enterprise is conducted.

The conclusion of the whole matter, then, is that, if a community wants good schools, it will obtain them largely through continuous citizen participation.

The editors gratefully acknowledge the enthusiastic and untiring cooperation of the staff of the National Citizens Commission for the Public Schools. In particular, Henry Toy, Jr., Gloria Dapper and Kay Stanley-Brown were most helpful in the planning of the issue and preparation of material.

Citizens Committees—

A Report to the People From the Director of NCCPS

HENRY TOY, Jr.
Director, The National Citizens Commission for the Public Schools

THE WEEK after the formation of the National Citizens Commission for the Public Schools was announced, a woman in Connecticut wrote us, "I cannot delay in telling you how right you are and how at long last you have hit the whole school problem squarely on the head by bringing it at once and rightfully to where it belongs . . . the local level."



That letter and the hundreds of other congratulatory messages from educators and laymen that poured into the Commission offices in the summer of 1949 were tremendously encouraging. They made us feel that we were on the right track when we set forth our basic beliefs that the problem of its children's schools lies at the heart of a free society, that the goal of our public schools should be to make the best in education available to every American child on completely equal terms, and that public school education should be constantly reappraised and kept responsive both to our educational traditions and to the changing times.



Two Goals

With these basic beliefs in mind and with the reassuring knowledge that the citizens of America shared them, the Commission set for itself two immediate goals:

1. To help Americans realize how important our public schools are to our expanding democracy.

2. To arouse in each community the intelligence and will to improve our public schools.



As we make final preparations for our third annual meeting in St. Louis, we have been reviewing our work to determine in what measure the Commission has progressed toward achievement of those goals. It is gratifying to be able to say, and back the statement up with facts, that we are closer to realization of our aims than anyone believed possible three years ago.

At that time, the Commission was in touch with only a handful of citizens' school improvement committees. There were many more in existence but we did not know about them until a year later, when we announced at the first annual meeting that 300 groups were writing to us for information. Four months after that, we had 500 on our mailing list—but many of the "new" 200 were as old as the original 300.

Effort Has Snowballed

The few with whom we were in touch started a cooperative effort that has snowballed and is now helping more than 1,500 groups which write us. Having suffered through the growing pains of a new idea, these first groups wrote out their experiences, handed on their bylaws and constitutions, pointed out pitfalls, and suggested methods of procedure. Today, a citizen writing to us for helpful suggestions in forming a citizens committee benefits from the experi-



> *". . . we find the lay people far more alert to the educational needs of the state and more informed about its larger problems than the professional people . . . also the communication between lay and professional people is far from adequate. One cannot work from day to day on these problems without realizing the futility of trying to solve the problems through professional action alone. Similarly, one becomes aware of the difficulties which emerge when lay people undertake the solution of various problems without professional advice and counsel . . ."*
>
> Dean Ernest O. Melby
> Director, School of Education
> New York University

ences of those first groups. People who have never met, who have never been in each other's states, are improving each other's schools.

This willingness to help is evident on all sides. The Advertising Council, Inc., in cooperation with the U. S. Office of Education and the Citizens Federal Committee on Education, embarked on a Better Schools Campaign to arouse the American people to accept their educational responsibilities. Newspaper advertisements appeared in dailies and weeklies in every state of the nation. Company house organs gave space to full-page ads urging people to work for better schools. The outdoor advertising industry contributed valuable billboard space to posters in nearly every state of the country. Carcards appeared in



buses, subways and trolley cars. Hundreds of spot announcements have been broadcast over the four national radio and television networks. Milk bottle tops, auto tags and postage meters are some of the auxiliary channels for Advertising Council material.

Meanwhile, magazines, newspapers, radio and television stations are giving more time and space to news and stories about schools than ever before.

The campaign continues to provide the biggest single link in the chain that connects an ever-growing number of citizens with the Commission. Once this connection is made, the people can get the guides they need to help themselves.

In furnishing them with these guides, the Commission has found more cooperation, not only from case histories which one group passes on to another, but from national agencies and organizations which stand ready to serve either with materials or as sources of information.

Questions . . .

At first, citizens committees sought information on how to get started. Aside from case histories, one of the biggest single helps we could furnish was a booklet called *What Do We Know About Our Schools?* This collection of 540 questions about public school education was compiled as the result of two workshop conferences we held with laymen and educators

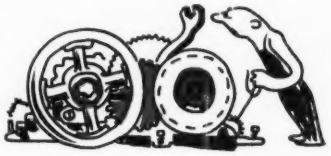


from seventeen states. Using this booklet as a guide, citizens went out and took a good, objective look at their schools. Most of them learned more about their school systems in one month than they had known all their lives. And school administrators, who might justly have distrusted any sudden interest in the schools divorced from an interest in facts, appreciated the groups' honest approach.

. . . and Answers

A year ago, the day after our second annual meeting, 40 laymen and school administrators sat around five tables in a hotel in Cleveland. They had nothing in front of them but pages of questions taken from *What Do We Know About our Schools?*, some paper and pencils. But they brought to those questions the accumulated knowledge gained from working with local and state citizens committees. For two days, those 40 people worked full-time. The result was another booklet, *How Can We Help Get Better Schools?*, which answers the questions of the first one.

However, even with the tools to do the job, citizens committees are sometimes blocked in their school improvement efforts by intangibles. There is no denying the fact that even when the machinery of school



improvement is set up according to a pattern that has worked time and again, it might not work in another situation. There is an intangible factor, the human element, which can throw a wrench into the works.

I have found, in dozens of trips around the country, that one stumbling block to school improvement is the fact that people have to deal with people before their schools get any better. Unfortunately, citizens sometimes go into their schools in an antagonistic mood. They build a wall between themselves and the educators (this can work in reverse, too) and, until that wall is broken down, the school stays just the way it was.

Walls Come Tumbling Down

Something like that happened in Pasadena. A wall, with a foundation of prejudice and preconception, between the administrators and the citizens of the community led to a disastrous situation that split the town wide open. I was out there again recently and you wouldn't recognize it as the same community. The wall had begun to crumble and the citizens of Pasadena were making a sincere effort to understand the problems of the schools and resolve them.



The new spirit in Pasadena was a genuine feeling of community pride and community responsibility. The citizens were starting to work out their problems and they were sitting down with the school personnel, looking at the facts and working for a mutually satisfactory school program. A new chapter is being written in the Pasadena story—a chapter with a moral. And the moral is unmistakably this: Let all the citizens and schoolpeople drop their defenses, trust one another, look at the facts about their schools and find the answers to their problems together on the basis of those facts.



One of the most effective ways to resolve a school question was demonstrated in Denver. The problem in Denver was not unusual. One faction maintained that the Denver schools were not teaching the three Rs. School authorities insisted that the fundamentals were getting the proper attention. Larry Martin, an able writer for the Denver *Post*, systematically presented all sides of the question in a series of articles running for several months. With faithful adherence to facts, he quoted the school administrators when they made a point and did the same for the group in opposition. In other words, the citizens of Denver got the facts and could make up their own minds. The solution there, as it usually is anywhere, was a compromise. The schools admitted that perhaps history was not getting as much attention as the public wanted and agreed to correct it. The townspeople went on record as saying that, although they certainly wanted the fundamentals taught well, they also wanted most of the advantages of the so-called "frills."

Success Story

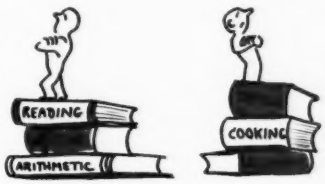
In October, 1950, Mrs. C. A. Barnes of Eugene, Oregon, came into my office. She had been newly appointed to a lay advisory group, named by the board of education, as the result of a petition from members of the community who maintained that the fundamentals were not being taught. Mrs. Barnes and her group were just starting to examine the school program and make recommendations to the board on the basis of what they found. It was exactly a year later that the findings were completed—one of the most thorough jobs I've seen.

The point of this story is that in October, 1950, when Mrs. Barnes first talked with me in New York, she was somewhat distraught. The task her group had set for itself seemed monumental. She frankly did not know how they were going to be able to do it. But they did, and their methods might be recommended to any similar group.

The newspapers helped here, too, by publicizing the fact that any citizen who wanted to be heard would find an ear in the lay advisory committee. Mrs. Barnes's committee recognized that the instigators and signers of the petition did not constitute an evil opposition, but were sincere citizens genuinely alarmed. The lay advisory committee called on members of that group for their views. Walls were broken down and the truth could emerge.

Citizens' Job Grows

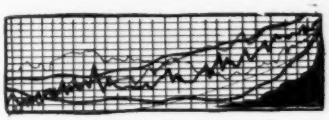
The job citizens committees want to do goes farther than they thought it would at first. When citizens first get interested in schools, they usually are aroused by a need for better and more facilities. But, once they provide those, they go on to study the intangibles, such as curriculum.



Today there is literally no field of public school education that citizens committees somewhere are not taking into consideration. Their interest is embracing the fields of school finance, school board membership, curriculum, vocational education, school safety, school lunch programs, extracurricular activities, school zoning, school transportation, district reorganization, and school administration. They have no desire to "take over" the schools, realizing that matters strictly methodological must remain in the hands of the professionals. But they are cognizant of their responsibility and more confident of their ability to make constructive suggestions now that they have grasped the "mysteries" of, for example, the pros and cons of district reorganization.

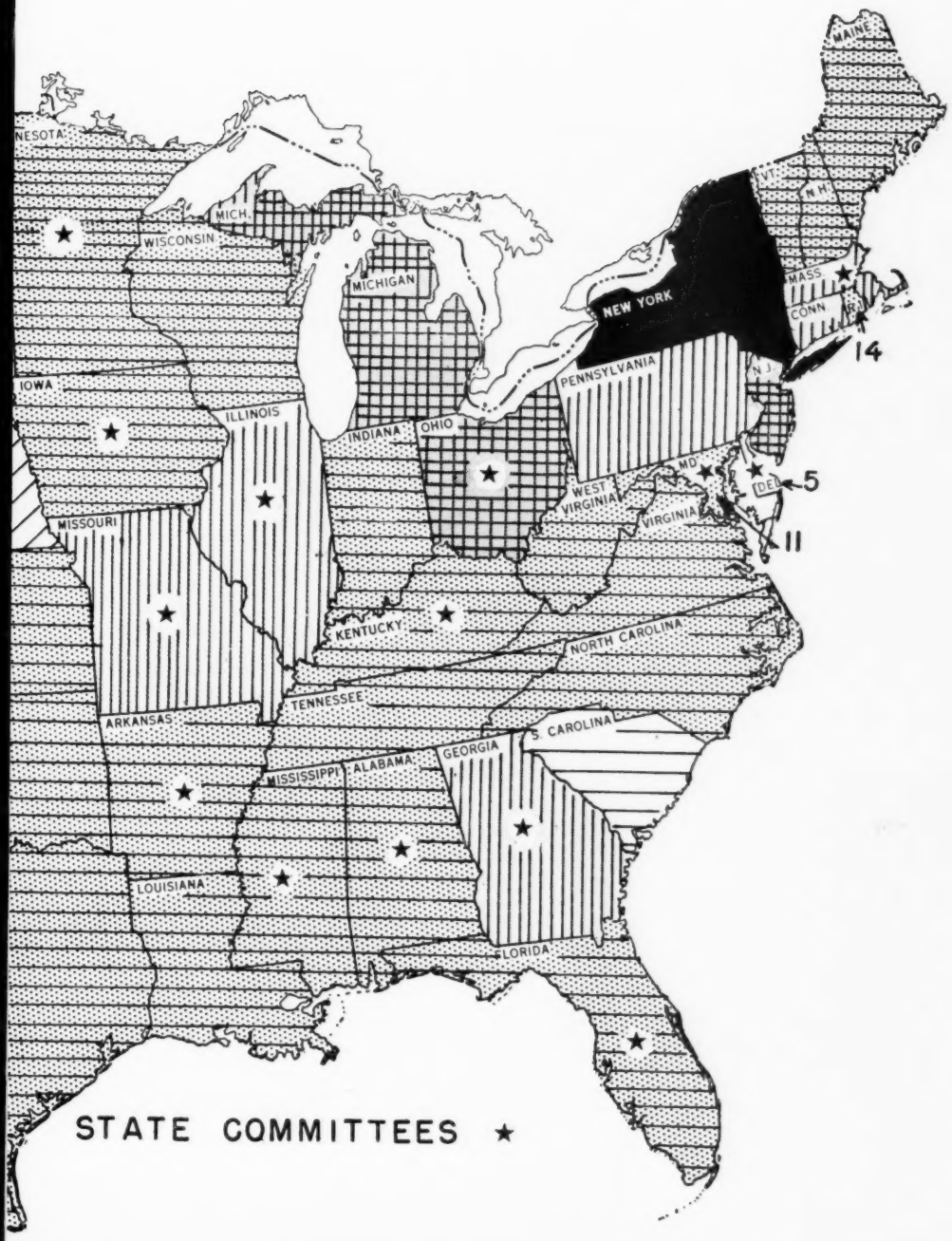
Onward and Upward

In plotting a graph of school improvement activity in the United States since 1949, you could draw many curves—and they would all point upward. Response to the advertising campaign continues to grow each month. The greatest number of our 42,500 inquiries have come from people who read the ads and wrote to ask how they could help. Citizens committees in touch with the Commission have increased to more than 1,500. (As I pointed out earlier, our experience would indicate that several times this number are active.) In a recent survey we conducted, 800 school superintendents wrote us that they were working with lay groups in their districts, or that they wanted information on how to form a group. Newspaper editors have taken school news off the inside education page and assigned it to its rightful place on the front page. Two months ago, we put out a booklet called *Schools Are News* citing examples of this shift in news play.



Apathy, although still a foe, isn't the enemy it was two and one-half years ago. Thousands of people are now convinced, after looking at their schools closely, that they cannot leave all the work to the administrators, that schools are, indeed, everybody's business. Our business, during this next year, will be to see that citizens and educators, on the local level, are given the inspiration and the tools to do two jobs—to decide what is the best education for their children, and to see that the boys and girls get it.

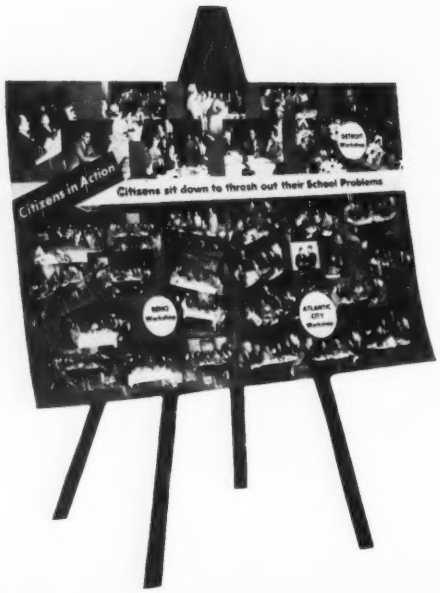

WASHINGTON
MONTANA
NORTH DAKOTA
IDAHO
OREGON
SOUTH DAKOTA
WYOMING
CALIFORNIA
NEVADA
NEBRASKA
UTAH
COLORADO
KANSAS
ARIZONA
NEW MEXICO
OKLAHOMA
TEXAS
NUMBER OF CITIZENS COMMITTEES
IN THE UNITED STATES
0
1-9
10-49
50-99
100-149
Over 150


MAINE
NESOTA
WISCONSIN
MICH.
MICHIGAN
NEW YORK
VT.
N.H.
MASS.
CONN.
R.I.
14
N.J.
PENNSYLVANIA
IOWA
ILLINOIS
INDIANA
OHIO
MD.
DEL.
5
WEST VIRGINIA
VIRGINIA
11
MISSOURI
KENTUCKY
NORTH CAROLINA
TENNESSEE
ARKANSAS
S. CAROLINA
GEORGIA
MISSISSIPPI
ALABAMA
LOUISIANA
FLORIDA
STATE COMMITTEES ★

National, State and Local Committees

The Organization and Work Of the National Citizens Commission For the Public Schools

ROY E. LARSEN
Chairman
The National Citizens Commission
for the Public Schools



MORE THAN four years ago, President James B. Conant of Harvard University and six members of a joint committee appointed by the Educational Policies Commission of the National Education Association, together with the Problems and Policies Committee of the American Council on Education, came to a small group of laymen, of whom I was one, and suggested the idea of a National Citizens Commission for the Public Schools.

These distinguished educators had felt a growing undercurrent of questioning among thinking Americans about the goals and end results of our public school system. They believed that our great American system of education was in urgent need of reappraisal by citizens at the local and national level. They propounded the view that our public school education cannot be left to the professionals, any more than government can be left to a professional governing group.

It was time, these farsighted men said, that laymen took the lead in encouraging all citizens to become



JAMES B. CONANT
President, Harvard University

actively interested in the public schools. Good public schools benefit every American, they emphasized, and the efforts of all citizens are needed to create good schools. The professional educators cannot be expected to do the job alone.

We accepted their thesis and their challenge. We felt there was room for an organization like the old American Lyceum of the nineteenth century which stressed the importance of education for the safety of the nation and for the prosperity of each community, in addition to other reasons. We felt that history was re-creating (or, again presenting) the reasons the old Lyceum worked for better schools, again illustrating the timelessness of Thomas Jefferson's warning that a nation cannot hope to remain both ignorant and free.

Where There's a Will . . .

Over a period of two years, the group of laymen who had been thus challenged by the educators met for frequent exploratory discussions to determine whether such a Commission could make any real contribution toward the improvement of our vast and complex public school system. The decision was that we could. It was decided that the Commission should be a national Commission, not because we believed that there was any national solution to public school problems—on the contrary, we were convinced that the solutions everywhere must be found by citizens at the state and local level—but because, as a national organization, we could bring to the school improvement campaign greater objectivity and also serve as a coordinating agency for the existing, contributing agencies and the hitherto scattered volumes of information.

". . . The impartial study puts people in a frame of mind to cooperate . . . It is amazing, what informed citizens will do for their schools, and what schoolpeople will do for citizens when they know what is wanted by the citizens."

Our financial backing comes from the General Education Board, the Carnegie Corporation and the New York Community Trust. Our members have come together from all parts of the country and from many fields of activity. We have just one axe to grind, and that is the improvement of our public schools.



ROY E. LARSEN
Chairman, NCCPS

When, in the middle of May, 1949, we launched our National Citizens Commission, I think many of us felt as though we were launching a ship—a deep-keeled ship—into waters of uncharted depths.

Charting the Course

This month, the Commission will hold its third annual meeting in St. Louis, Missouri. In the past three years, the course of the Commission

"The citizen committee that is often the most effective is the one that comes into being more or less spontaneously with one burning idea, with one consuming fire, with a passion. Its passion may be centered on the need for a new school or a different kind of school or adequate bus transportation or traffic regulation or a number of other things which may appeal immediately to the hearts as well as to the minds of parents."

—and public school improvement work throughout the country—has become easier to follow and simpler to chart. It has been consistently true that the course is charted by the citizens themselves.

The course of school improvement in the past few years might be followed by looking at the individual efforts of local communities and the trends they indicate.

Often, the layman begins by being interested in some one specific aspect of education with which his experience has brought him into direct contact. Businessmen often begin by wishing the schools would do more to teach the fundamentals of economics; and it is of course very usual to find persons whose initial concern is that schools teach people to spell better, to read better, or even to use better penmanship. This narrow in-



HENRY TOY
Executive Secretary, NCCPS



Banquet climaxed the first annual meeting of the NCCPS in January, 1950.

terest in the schools often plagues professional educators, I know, but I do not think it should be scorned, for we have found it is often the beginning of a long process which can lead to great good.

Concern with Ultimate Goals

The mail coming to the Commission in increasing quantity shows that the layman, having begun to concern himself about one immediate goal of education, goes on to try to answer for himself the broader question of the ultimate goals of education: What, in essence, should the schools try to do? How much emphasis should be put on the fundamentals of academic learning? How much emphasis on training for citizenship? How much on acquiring an intellectual and moral sense of values? How much on vocational training?

When the layman begins wrestling with these questions, it isn't long before he begins to get into the further question of how the goals should be pursued. And then the layman often looks around him and realizes for the first time just how great the material difficulties of the schools are. He becomes fully conscious of the overcrowded classrooms and all the other conditions which make talk of the high goals of education almost ironic. Often, I find, the laymen are sincerely shocked and surprised by their belated discovery of such things.

Not Too Late

The discovery, however, has not come too late. Citizens, exemplified by more than 1,500 local, county and state committees with which our Commission is in touch, are again accepting their historic role of responsibility for public school education and seeing to it that our children are getting the classrooms they need. When that very real need is attended to, they are going on to study the curriculums, and thus determine and achieve worthy goals for the schools.

This reacceptance of responsibility has led directly to an extension of the Commission's activity. We are now engaged in the preparation of reports on the great issues and immediate problems in education, because the citizens have asked us for these additional tools to do the job. These reports will assemble information and opinion on all facets of many of the pressing questions of the day on education. With these reports in hand, the citizens, on the local level, will measure how well their own schools are doing the job and, if they fall short, correct the deficiencies.

I think history is working on our side. I think the realization is being forced upon the leaders of this country once more that the public schools are urgently needed, not only to offer opportunities to individuals, but to offer opportunities to entire communities and to safeguard the nation. The old motives which inspired the establishment of our schools in the first place are regaining their strength and their validity.

The Organizational Work Of State Citizens Committees

ROBERT L. HOPPER
Director, Bureau of School Service
College of Education
University of Kentucky
Lexington, Kentucky

PUBLIC SCHOOLS today need the support of citizens more than ever before in the history of our educational system. Pressures in every aspect of living have developed in our changing society so that many tensions now focus in our public school system. Knowledge concerning the nature of learning has been broadened to a point which necessitates change in the traditional educational program.

In every community there are many organizations and citizens interested in education. The problem today is one of translating their interests into a concerted effort to guide further school development.

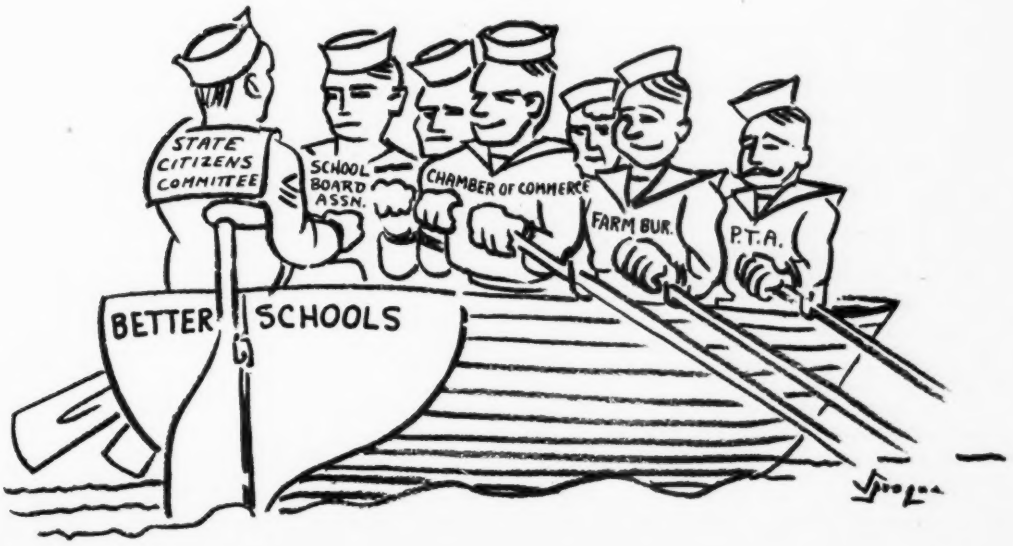
Stimulation for this concerted effort may be achieved through a state citizens committee. The primary purpose of the state citizens committee is to facilitate the work of citizens in studying and in developing means of improving their schools, by means of the following types of activities:

1. Stimulating the formation and assisting with the operation of local citizens groups.
2. Coordinating the efforts of statewide organizations and agencies in their attack upon educational problems.
3. Making and encouraging studies of educational needs on the local and state levels.
4. Disseminating information to the general public concerning educational needs.
5. Formulating and supporting legislation designed to meet educational needs in the state.

How They Are Organized

The nature of the problem indicates certain solutions. If the interests and efforts of organizations are to be coordinated, representatives of statewide organizations should be called together to discuss educational problems. From such a discussion may emerge the desire to organize a state citizens committee.

Initiative for calling a conference



of representatives of organizations may be taken by any individual and organization. Certain state organizations having numerous local chapters and having an interest in education seem to be particularly well prepared to launch discussions. These organizations could be the state school board association, state congress of parents and teachers, state chamber of commerce or state farm bureau. Initiative might also be taken by a state-wide professional organization or state educational agency. In this case educators should be frank to admit that help is needed from all citizens and organizations to improve educational opportunities throughout the state. Control of the citizens committee must be placed squarely in the hands of citizens if they are to give the committee effective support.

Where the state citizens committee for improvement of education grows out of other organizations, it does not become "just another organization." The committee actually becomes the vehicle through which other organizations may take effective action.

How They Work

Like all groups seeking to accomplish certain purposes, citizens committees must hold regular meetings. Meetings are needed less frequently if an executive committee is established to handle routine business and propose programs. It is essential that the executive committee be selected from and responsible to the committee-at-large.

State committees frequently need special problem committees for particular functions. These might include committees on membership, legislation, finance, research, and special educational needs. However, the resources of the representatives of organizations are too rich to be allowed to lie dormant. All work of special committees should be returned to the state committee-at-large for ample discussion.

Organization of Local Groups

It should not be necessary to use special state committees for many aspects of work. An excellent example is the work of organizing local citizens groups. Each representative of a state organization may send a special letter to his local chapter asking that a representative be named to contact the local superintendent and offer help in organizing a local citizens group. Thus in any community there would be an immediate nucleus for a citizens group.

Several work groups could be formed in the state council to prepare other materials to stimulate local interest. News releases should report what is happening in the state and tell why local groups should be supported.

All organizational representatives may serve on a speakers' bureau, with materials for speeches developed by the state committee. Outstanding presentations may be recorded for distribution to radio stations throughout the state. Other aids for local councils include newspaper mats, posters, bulletin board sheets and feature stories for newspapers.

State citizens committees are more effective when incorporated as non-profit organizations, especially as the amount of money handled increases. Certain tax benefits also accrue from the non-profit status.

Aggressive Action

All work must be thought of in terms of aggressive action. At the same time, the work of the committee must be expanded slowly in accord with resources available. If funds are available, the state committee may be able to employ a full-time director.

An effective contribution of the state committee is the preparation of a guide for organizing local citizens groups. Representatives from the various state organizations may be most helpful in preparing this guide, since all have experience in forming and assisting local chapters of their state group.

The work of organizing local citizens groups must be the backbone of the state citizens committee. Responsibility must be assumed for providing steps and timely tips for successful programs. Local groups frequently need advice on what problems to study first. The state committee must make sure that local groups are able to begin studies of local problems immediately.

The state committee also conducts or sponsors research which can assist local and state groups in providing better educational programs. Frequently they are in a better position than any other state group to conduct studies which will be accepted by a large proportion of citizens.

What They Should Do

State citizens committees formed with a nucleus of state organizations have two primary resources. They have the resources of individual citizens interested in education, and of organizational members with local chapters throughout the state. These resources should be capitalized upon to stir the interest of citizens throughout the state.

The state committee should assist local groups of citizens to organize and actively study educational needs. The program of the state committee can be most effective when it represents not only state organizations, but also numerous local groups of citizens. As local citizens groups are developed they should designate representatives to serve on the state citizens committees.

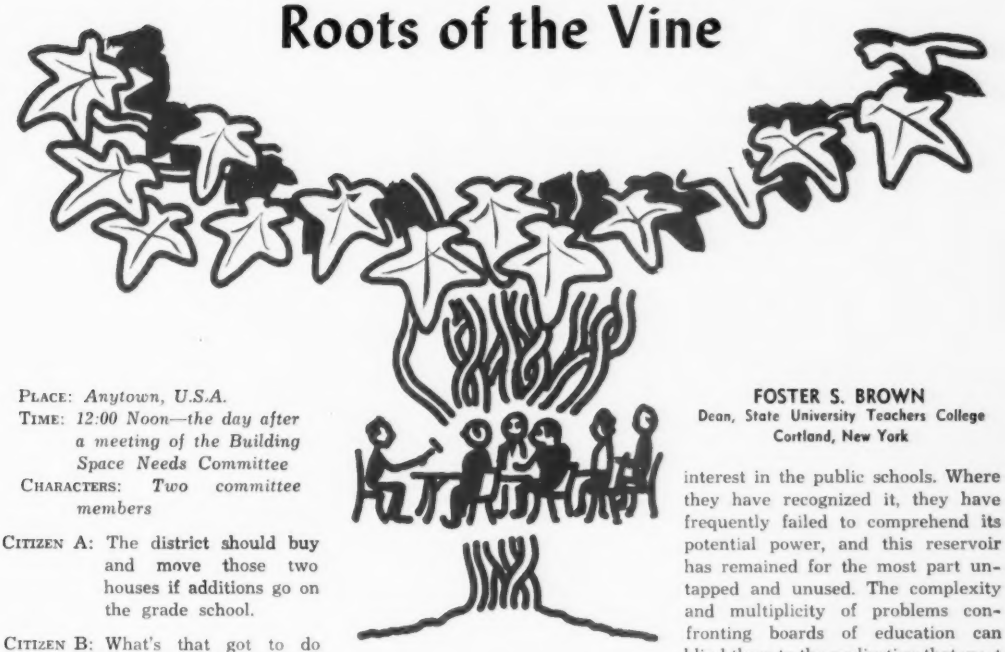
Action of the representatives of state organizations should not bind the individual organization. However, action taken by representatives as members of the committee can help their organizations plan programs with a more complete understanding of the factors involved.

Citizens groups should function through legally constituted educational agencies as far as possible. They must exercise a leadership role as advisors to boards of education. If their objective is to help secure better educational programs, they will gain the respect needed for positive action.

Properly constituted, citizens committees are not "witch-hunting groups." They represent an effort of citizens to assume their responsibility of working with the educational staff in understanding present school programs and in seeking ways to improve these school programs. Educational staff members should be represented on committees, although their total composition should be predominantly of lay citizens.

Our public schools need the understanding and support of citizens. Their efforts may be coordinated through the formation of a state citizens committee. Educational programs for children, youth, and adults may be strengthened through a strong partnership between the coordinated efforts of citizens and a supporting educational profession.

Local Citizens Committees: Roots of the Vine



PLACE: *Anytown, U.S.A.*
TIME: *12:00 Noon—the day after a meeting of the Building Space Needs Committee*
CHARACTERS: *Two committee members*

CITIZEN A: The district should buy and move those two houses if additions go on the grade school.

CITIZEN B: What's that got to do with the problem?

CITIZEN A: The playground isn't large enough now, and with more kids and less space what else can you do?

CITIZEN B: Guess you're right, but sooner or later we'll run out of space. Why not build a new school for the upper grades out a-ways, and be done with it? Then you could add on to that building as you need to.

CITIZEN A: I can't see that—costs too much to transport the pupils. It would be better and cheaper to buy the two houses and then buy more if necessary.

CITIZEN B: There sure is a lot to this business. Guess we got a lot of learning and deciding to do. How will we ever know if we're right?

Thus did two citizens discuss one phase of their new duties as members of the newly formed Space Needs Committee of the school district.

FOSTER S. BROWN
Dean, State University Teachers College
Cortland, New York

THE CONVERSATION quoted above is not fictional. It is a genuine recording of statements made by citizens who are concerned about their schools. They are typical of citizens in every community.

This particular committee tackled the problem of limited space and increased enrollments. A building expansion program, with many and varied implications for the community, required intensive study and involved both long-term planning and considerable expense. Believing that education is a community function, it was natural for the board to seek widespread assistance from community members.

Why Have Citizens' Committees?

School officials have often been remiss in recognizing the citizen's interest in the public schools. Where they have recognized it, they have frequently failed to comprehend its potential power, and this reservoir has remained for the most part untapped and unused. The complexity and multiplicity of problems confronting boards of education can blind them to the realization that most citizens want to help promote good schools on a year-round basis, not just on board election dates or at budget hearings. Contrary to general opinion, citizens are more concerned about the educational opportunities provided in their schools than they are about the school tax rate.

Increasingly, our schools are becoming genuine and integral parts of the total community. The community in turn is being brought into a much closer relationship with the classroom. The picture of undesirable or crowded conditions cannot be adequately conveyed by an empty classroom in the evening. Children visited in their classrooms tell their own dramatic story.

Local committees can assist the community and schools to serve their needs. Such committees can advise the board regarding teacher salary schedules, budgets, curriculum, transportation of pupils, or, as indicated previously, in a building program.

Such committees should not be

set up to regain lost causes or to serve as a buffer between the board and the community. They should be thought of as constructive agencies to improve the schools' programs.

How to Organize Them

No two people with experience in working with citizens committees would probably follow the same pattern. The nature of a particular community and its problems will often dictate the procedures.

The establishment of such a citizens group should follow a general community awareness of a felt need for assistance in solving some school problems. People are not interested in "busy work," and the initial project should be of such scope and purpose that citizens believe they are able to make a positive contribution to the improvement of their schools.

Such a committee ought to be representative of all segments of the community and in reasonable proportion to the size of those segments.

Representatives should be members-at-large concerned with the overall aspects of the project on a district-wide basis. Although all segments of the community should be represented, such representation is solely for the purpose of having a good sample of the community, not for the purpose of advancing the interests of any particular group.

It is important that a majority of the members be named by agencies other than the board. Otherwise, it may not be accepted as representative of the community but as a mouthpiece of the board.

It is not usually advisable for board members to be members of citizens



Citizens of Cortlana view the modus operandi.



committees. Committee members cannot always delineate between the board member as a person and as a school official. Also, when reports are submitted to the board, board members sometimes feel that they are partially committed in advance because one of their members is on the committee.

Consultants Can Help

It is sometimes advisable to have consultants, often employed by the board, to work with the committees. Such consultants are usually responsible to the committee rather than to the board. Frequently, citizens of the community who have special training or experience can be of great value to the committee. For example, a former associate commissioner of education was employed to serve our Space Needs Committee.

The size of the school district and the problem at hand will determine the role of the superintendent. It is best that he serve only as a resource person—on call when needed.

Committee members generally need orientation to a problem. Before individual citizens or groups of citizens can be helpful they need to know and to understand the present school program. In the case of the Ramapo Central School District (New York) Space Needs Committee, a series of daytime tours was arranged so that all members could see the schools in action and observe actual situations. Immediately after each tour a question and answer period was held to cover general and specific items.

What They Can and Should Do

Lay advisory committees can serve in many ways, but there are relative limitations. Building expansion programs, revision of salary schedules, pupil transportation plans are subjects that lend themselves well to such committee assistance. On the other hand, citizens can become entangled in many highly professional subjects to the point where little particular good is accomplished.

The duties and responsibilities of the committee should be defined so that everyone, including the board, the committee, and the public, has a clear understanding of them. Otherwise, some might regard the citizens committee as a substitute or spokesman for the board. Responsibility for the schools, under the law, rests with the board of education, and all should realize that. This authority cannot be delegated. The committees assist the community and the board through their recommendations.

The Bent Twigs



Board members and reporters were present at the first meeting of the Ramapo Space Needs Committee. The purpose, duties and responsibilities of the committee were presented and discussed at length so that everyone would understand the working relationship. Thereafter, the committee met at its own convenience without board member participation and used school personnel only as resource persons.

In Their Laps

At the start many members of the committee assumed that the board had a plan for building expansion and wanted approval or endorsement. They soon learned that although almost all the census and future enrollment figures were available for study, the responsibility for determining future space needs for 2,000 pupils in six buildings or more was theirs. They learned also that even though plans for housing the pupils for the two years immediately ahead were already complete, the pattern followed thereafter might be the result of their work and deliberations.

With this full realization of its responsibility, the committee began a series of meetings which will culminate with many recommendations. When proposals regarding building expansion plans are submitted to the community by the board, the citizens will know that the problem has received careful study by a competent, representative group. Such knowledge will give reassurance that the need is present and that the plans have merit.

The schools are of the people. Only as people exercise their rights and duties as citizens are they made strong. Broader citizenship participation strengthens the "roots of the vine" for our schools and our country.

The Man Who Came to a Workshop

A layman makes some molehills out of some mountains and brings them to Mohammed.

S. P. MARLAND, JR.
Superintendent of Schools
Darien, Connecticut

SEVERAL HUNDRED teachers, administrators and laymen gathered at New York University last summer to participate in a series of workshops on the schools' relations with the public. The crowd waiting for the elevator to take us to the classrooms was like any crowd of teachers, administrators and laymen. I was jostled against a middle-sized, middle-aged man who looked as though he might have been a science teacher, a superintendent or a successful businessman.



We introduced ourselves, and I met his wife. "This is a very great experience for me," he said, very earnestly and humbly. "I have never had an opportunity to do anything like this before, and I know I shall learn a great deal." My new acquaintance was a successful businessman, chairman of the board of education of a large western city. He had come to learn the answers to many questions.

After lunch we adjourned to group meetings of 20 to 30 participants. My friend was slow to start, reluctant to speak up in what he felt was the Educational Presence. The group leader gradually involved him in the discussion. The theme was *How to Win the Public's Support of School Costs.*

A superintendent had just finished a detailed account of how his community had recently rejected a critically needed school building bond issue.



My friend, the board chairman, spoke quietly and modestly. He talked for about 20 minutes, but he wasted not a single word. These are the points he made.

- We businessmen don't know anything about schools. We have a tremendous respect for you fellows and we want you to do the things you know are right.
- A superintendent of schools is a terrific guy, wherever he is, but he needs help.
- In our town we found that out a couple of years ago when we pulled a hundred civic organizations together and told them to listen to the schoolmen. They listened, then they went to work and took a few looks for themselves. They came back and told the schoolmen they hadn't asked for enough. I guess you fellows get a little gun-shy after you have your tail feathers plucked a few times.
- These hundred organizations we put to work included the top people in our city—labor, religion, industry, education, college people, club women and merchants. They carried the ball for the schoolmen. After two years of investigations and leg work by laymen, the city voted a $17 million bond issue by a two-thirds



majority. Nobody got hurt, nobody got fired, nobody got attacked.

"Excuse me for taking so much of your time, but I just want to say this," he concluded. "We can help you just as well with curriculum, salaries, educational services and all your other problems, just as well as we can with your buildings. Let us know what you want, and why you want it. Give us the professional advice we need to make honest investigations and reach practical decisions. The schools are ours, not yours. Help us run them right."



Types of Jobs Citizens Committees Should Undertake

W. K. BEGGS
Professor of School Administration
University of Nebraska
Lincoln

CITIZENS COMMITTEES of one type or another have been on the American scene almost from the beginning of our history. We have had indignation committees, vigilante committees, special investigating committees, specially appointed committees, committees for and committees against almost every type of issue.

Most, if not all of them, are extra-legal. They come into being voluntarily or at the behest of some official who desires advice or assistance in reaching some policy or agreement concerning an area or issue. Whatever their origin or status, they will function according to their own concept of their reasons for being. Those which have no legal status and no fixed responsibility may sometimes be unstable, but just as often they fulfill their function efficiently, and with credit.

The appearance of citizens committees to deal with educational matters is nothing new in public education. Superintendents and boards of education have, for years, cooperated with them, or called them into being for some specific purpose. However, it is only recently that citizens committees have received more than temporary, local attention.

Of late, public education has come under the national spotlight, almost as an issue in itself. Problems that have plagued the profession for generations, and in which professional educators have been trying to stir up public interest for years, have suddenly been recognized by laymen. And suddenly we find citizens committees springing up all over the place to deal with problems and issues that are new and exciting.

Shakedown Will Show

Professional educators should take a good long look at citizens committees before reacting to them. We must wait for the long-term shakedown of their function: that is, the place they will eventually occupy in the cultural scheme of things. They may disappear, which seems unlikely at the moment, or they may take any one of a half dozen directions.

Citizens committees may conceivably adopt the role of watchdog over boards of education, or even substitute for boards of education. If so, much community strife, and even national strife, might result.

On the other hand, a citizens committee that considers itself a supplement to or an adjunct of the board of education holds great promise for the future of American public education. Such a committee can admirably serve a number of functions, such as the following:

Boards of education and educational leaders often need citizens groups to supply them with data concerning needs of a ward or district, or with a census of preschool children. Committees can help locate centers of growing population for the purpose of determining new building needs and rezoning for attendance purposes.

The citizens committee can be a liaison agent between the community and the board or sections of the community and the board. The committee serves as the board's eyes and ears and also as advisor.

Board and administrative policies often backfire when not completely digested and understood by a community. Such policies may be thoroughly explained to a citizens committee, which in turn serves as a projection of the board to the community. Also, a citizens committee can reverse this function and report to the board feelings, antagonisms and growing unrest in a community concerning policies that have misfired or have been poorly timed or misunderstood.

If a citizens committee is properly chosen, it can be an excellent cross-section of community thinking and community reaction. The board and the administrator can use it as a sounding board for proposed policies and plans. Such a committee can be of great help in phrasing policies so that they are not misleading, or will not be misunderstood.

Probably the most important function of a citizens committee is to serve as a bulwark of strength in a community supporting the basic purposes of public education. We have always maintained that the purpose of our schools is to guard the birthright of each American child to grow and develop and make his contribution to the community within the limitations of his ability and his energy. A body of citizens dedicated to the defense of this function is not only desirable in each of our communities, but essential.

The Organization of Citizens Committees

MARY P. ENDRES
Superintendent, Rural Community
Consolidated District No. 10
Woodstock, Illinois

"We reaffirm our faith in cooperative planning by school and community groups in order to serve better the needs of youth and society. All such cooperative activities must be carried on in close relationship with the board of education, the body legally constituted to operate the schools."

THIS RESOLUTION adopted at Atlantic City in 1951 by the American Association of School Administrators represents a basic belief that if schools are to be good it involves sharing and planning all of the way by citizens and professional people working together. Because public schools are public business, earnest participation on as broad a basis as possible is solicited and desirable.

With the many organized attacks today designed to destroy or harm public education, it becomes more important than ever that we distinguish between honest criticism and effort and vicious criticism and effort.



Communities should not wait until their public schools have been attacked before citizens committees are formed. It is much more democratic and constructive to channel the energies and efforts of interested citizens into something positive that will improve public schools rather than to confine efforts to meeting vicious organized attacks. This does not mean, however, that one should not examine the arguments of groups with differing opinions.

A felt need on the part of community members to improve local public schools should be the motivating factor in the formation of any citizens school committee.

It is recognized by all that the board of education is the legal instrument through which people operate their schools. It is paramount, therefore, that at the outset there be complete understanding between



board of education and citizens committee. It is advisable that authorization for the formation of the citizens group come from the board of education. Joint meetings to define the areas of operation and responsibility of the two groups would be profitable at the outset.

Advice to the Advisers

To whom is the committee advisory? Is it the board of education? the PTA? the teaching staff? Will the citizens group ever do anything more than advise? Are there some action programs where the enlistment of citizens groups would be beneficial? Channels of communication between the board of education and the citizens group should be two-way. Each group must be assured of a sympathetic interpretation of its program by the other.

The press, radio, and printed brochures offer means of publicizing the reasons for establishing citizens groups and the nature of their work. Whether or not the individual citizen feels free to participate through a citizens group depends upon the open-door policy of the committee. In fact, the committee may well become the contact between the patrons of a school community and a board of education. It is desirable that this contact constitute actual participation rather than spectacular meetings and lip service to high-sounding goals.

Who Shall Belong?

Shall representatives be elected by the people? Shall they represent organizations? Should there be a limit



as to number? How can we be sure that the various geographic, political, social, economic, racial and religious groups are represented?

Each community must decide these issues for itself. Certainly in some areas, the very need for a citizens group grows out of the fact that there are many groups of people within a

community and that all should have representation on a planning council. Every group should have a balance between parents and non-parents, urban and rural residents, veterans and non-veterans, old and new residents, lower and upper economic groups.

The needs of a particular situation must be kept well in mind when determining the number of people who should work together. Undoubtedly, a small committee can be more efficient than a large committee in formulating a recommendation. But for discussion purposes, one should tap all the facets of a community in order to get a cross section of ideas and suggestions.

After committees are set up, a provision for term of office of committee members should be made. Terms should not all expire at the same time, but a retirement plan should be developed in order that new members are introduced to the work of the group in cooperation with some holdover members.

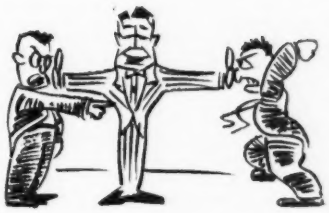
How Should it Operate?

It is apparent that there is a need for some rules or bylaws under which citizens committees should operate. They should define the officials needed for the organization; where, when, and how often the meetings should be held; whether there is to be an operating budget; and whether there should be a prepared agenda. The committee will have to decide also whether it needs consultant services, whether they will employ staff workers, or whether they may wish to have small subcommittees. It may be necessary to decide how to



avoid becoming a tool of special interest groups with ulterior motives.

Capable and responsible leaders will undoubtedly logically step into positions of leadership. Much of the success of the venture will depend



on them. It will require time, patience, and great understanding to harmonize the many viewpoints and differing attitudes of all involved.

A Preschool Work Conference

From the kitchens and the farms, from the offices and the factories, 65 members of one small rural community in the Midwest came to school last August to participate with the teaching staff and members of the board of education in a preschool work conference which had as its theme, *How Can We Improve Our Schools for Boys and Girls?* Small discussion groups of not more than ten participants were set up for the purpose of defining problems and issues facing education, with particular emphasis on those affecting the local community. The groups had been encouraged to list all apparent problems, specific or general, small or large.

Identified as major issues were such questions as: "How are spiritual values brought into the school program?" "How can we draw interest in the school from the entire community?" "Is the guidance program continuous from kindergarten through secondary school?" "How can we do a better job of guiding children in social development, still maintaining individuality?"

There were also specific problems that trouble any school: "Can we make a school policy regarding birthdays?" "What about smoking in



school buildings?" "Can we solve the problem of lunch money collection?" "Where may upper grade girls keep the blue jeans that they use for physical education?"

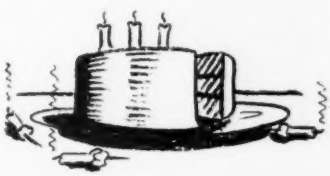
A two-day work conference session followed, in which lay citizens met with board of education and professional staff members to discuss the questions and to set up plans for solving problems. The general group then met together and pooled the recommendations and findings of the small study groups.

These were some of the ideas thrown into the hopper:

"Since we believe that the old method—adults laying down all the rules and regulations—stilted a child's freedom to develop socially, we recommend that parents and teachers allow children to discover that responsibilities are necessary and let them share those responsibilities with one another, that adults teach children to realize that all privileges which we expect to enjoy carry with them responsibilities to be shared, and that we teach children to know the real meaning of freedom."

"Since it is true that mere tolerance of an individual may harm and not help, and that really to belong an individual must know he is accepted, fits in and is loved, we recommend that we teach racial tolerance by bringing out the fact that every race has its great men and has made worthwhile contributions, and that we stress the fact that it is not what one is but what he does that counts."

"All food or other expense from homes will be eliminated on birthdays. Teachers will decide with chil-



dren in each room how they will observe a child's birthday."

Some of the recommendations included provision for permanent citizens committees in various areas. The preschool work conference provided the framework through which citizens could find opportunities to express themselves in relation to the school program. "When men work together a school can be built, a child can grow and a world can be shaped to a better purpose."

THE EARLIEST American schools were created by the people, to satisfy a need which the people felt. They named school committees to discharge a policy-making, administrative, supervisory, and inspectorial function. With the increased professionalization of education, however, the people have been pushed farther and farther away from the schools in their own communities.

The movement for the formation of advisory committees of citizens represents a reversal of the trend of the past century. It represents an appreciation of the concern and responsibility the good citizen should have for the schools of his community. It does not, however, represent a concession to the "owners" of the schools, because schools belong to the people only in the sense that the people stand as trustees for successor generations.

The advantages of citizens committees are obvious. Educational policy, whether at local, county, or state level, is improved, and greater continuity of policy is assured. Improved educational policy improves the quality of education and promotes adaptability for the school.

Morale in the schools and the community is improved as participants develop a greater sense of responsibility for the school.

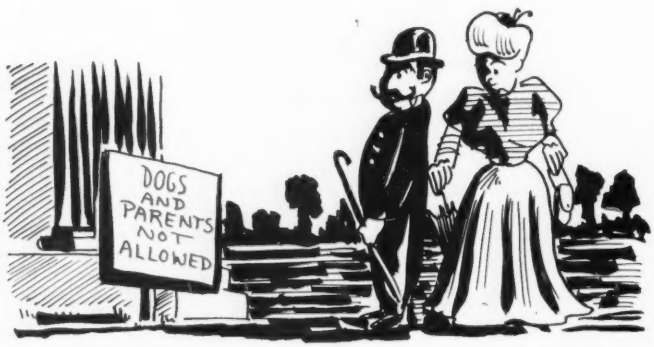
Public participants, board members, and school staff members develop an improved understanding of the functions of their own group and of the relationship between such functions and those of the other two groups. The public develops greater confidence in public education, and consequently supports public education more adequately. The individual participant grows in usefulness and efficiency both as an individual and as a member of organized society. The school administrator develops confidence in and appreciation of the intelligence of the people, together with a broadened conception of the schools' relationship to society.

For seven years laymen have been utilized as members of more than fifteen different types of advisory committees appointed by the Great Neck Board of Education.* Values of such lay participation in educational activities have been recognized over and over again during this period. It is believed that progress along several lines has been due in no small part to the increased interest and activity of citizens in the educational enterprise.**

From time to time, the functioning of the advisory committees has been evaluated, often by the groups themselves. At the end of this seven-year



The earliest American schools were created by the people . . .



The people have been pushed farther and farther away . . .



Citizens Committees—a reversal of the trend of the past century . . .

*Adult Education, Budget, Building Program, Children's Entertainments, Highway Safety, Population Study, Publicity, Parkville School Building, Recreation, School-Community Relations, School Transportation, Salary, Sororities and Fraternities, Parent and Family-Life Education, Youth Center.

**Along with curriculum development, in-service education, and related programs, the school system has been faced with a rapid population increase necessitating erection of many new schools. Seven years ago Great Neck had a population of less than 25,000. Four large schools (two of them crowded) comprised the school plant. Since that time the population has been increased by about 15,000. Seven new buildings have been or are being constructed at a cost exceeding $8,000,000; additions to two other schools have cost $850,000; debt service has been increased from $217,686 in 1947-1948 to $674,384 for 1951-1952. Although there has been considerable increase in assessed property valuation, mounting school budgets have caused the school tax rate to jump from $11.40 to $26.30 per $1,000 of assessed valuation over a six-year period.

The Successful Operation of Citizens Committees

JOHN L. MILLER
Superintendent of Schools
and
MARION E. WILES
Administrative Assistant
Great Neck Public Schools, New York

period, however, it seems appropriate to emphasize some of the generalizations that have emerged from the experiences of these committees.

A committee makes its best contributions when the responsibilities given to it are clearly defined and easily recognized by the members.

The recommendations made by a Sorority-Fraternity Committee asked to study the merits of secret societies at the high school level, and the findings of a Population Study Committee charged with the responsibility of studying population growth of a school district would naturally be much more valuable than those of some continuing committee which had no specific assignments at the beginning of a new year and which, for a period, groped for problems. The school administration and the board must satisfy themselves that there are specific jobs which might well be handled by advisory groups before appointing committees.

Assignments given to an advisory committee must be stimulating enough to challenge the thinking of a group, but not so pedagogical that the committee is unable to make a useful contribution.

A group of citizens can give excellent advice concerning ways of improving the public relations program of the school system. It would be most impractical, however, to suggest that such a group offer advice concerning methods to be employed in teaching the "3 Rs."

A committee serves best when in practice it recognizes the distinction between the functions of the board of education and administration on the one hand and those of an advisory group on the other. (An advisory group is appointed to *advise* the board; the board and administration are the responsible authorities appointed to administer the educational program.)

Reports submitted by advisory committees in Great Neck over the past several years indicate, by and large, that groups have appreciated their function. There have been times when the board or administration has actually utilized a committee or a subcommittee as an action group for some specific purpose, but such a situation is the exception, not the usual procedure.

Occasionally, individual committee members are disappointed when recommendations are not followed. These individuals must realize that those legally responsible for the educational program are obligated to weigh all available evidence and base decisions upon that evidence.

It is the responsibility of a committee to become acquainted with all pertinent information before formulating recommendations.

A Salary Committee, for example, dealing with an issue which affects not only school employees but other citizens as well, has a grave responsibility to collect *all* basic data essential to the formulation of sound recommendations.

Members selected for advisory committees must be truly representative of the community.

Experience has shown that representative citizens named by the board and school officials (often in consultation with community organizations or existing advisory committees) make better contributions than those selected in other ways.

Officers of community organizations frequently are not fully aware of the functions of a committee, and the candidates they name, while they may be willing workers, may not have peculiar fitness for tasks. Occasionally, too, organizations propose individuals who have volunteered services because they have particular programs to promote. Sometimes people so named feel a responsibility to their own organizations rather than to the district.

Regardless of how individuals are selected, they should be representative of the citizens of the community



Great Neck Citizens Advisory Committee on the School Building Program maps plans for projected new school.

Irving Kaufman Photo

and serve as individual laymen, not as delegates of organizations.

In general, a committee should be comprised of those individuals representative of the community who have special experience or talents for specific assignments.

In naming the Population Study Committee, the Great Neck board included among thirteen lay members three realtors, two actuaries, three officials of the Telephone Company, mayors of three incorporated villages within the school district, and two parents who had shown special interest in population growth.

A committee makes its best contributions when it has staff members who are in a position to give to the group facts about the school program.

No advisory committee on school transportation, budget, fraternities and sororities, adult education, or the school building program can function efficiently without facts which only school officials can produce. It is important, therefore, that individuals who have basic knowledge be available (either as members of a committee or as consultants) to make special contributions. Occasionally, authorities outside the school system may be needed also. Such expert advice might be secured for the committee by the board or by the group.

The proportions of lay and professional members on an advisory committee should vary in accordance with the nature of the assignment.

Two of the Great Neck advisory committees, both of which were concerned with school building programs, varied greatly with respect to the balance of lay and professional membership. One group—a general advisory committee concerned with school building needs of the future—was composed of 27 members, 25 of whom were representative laymen.

On the other hand, only seven laymen served on an advisory committee of 19 when specific plans for a new school building were being considered. In this case it was advisable to utilize many educational specialists in various fields. Generally speaking, however, the number of laymen should outweigh those selected from the professional staff.

A committee should be large enough to allow for adequate community representation, but small enough so that group processes may function at their optimum.

A Highway Safety Committee or a Recreation Committee of 25 members is a workable group. It is small enough so that there is time for all individuals to make contributions at meetings, yet large enough so that *many* suggestions may be considered.

On continuing advisory committees, there should be some holdover of membership from one year to the next to provide stability and continuity to committee action. Conversely, new members should be added each year to continuing committees in order that new ideas might be introduced at committee deliberations and so that more lay workers may be enlisted.

The pattern in Great Neck has been to change the composition of committees on a one-to-three ratio: one-third old members, two-thirds new members. This proportion is by no means fixed, and under certain conditions would not be ideal.

Except in unusual situations, it is wisest for an advisory committee to be chaired by a layman.

Only five out of 25 advisory committees in the Great Neck School District have been chaired by professionals during the last seven years. In all other instances, the members of the staff serving on committees have been free to agree, disagree, advise, give facts, or contribute otherwise as members or consultants of groups led by laymen who had the responsibility of interpreting group action. If a faculty member chairs a committee, he might find himself in the position of having to represent the committee in interpreting recommendations to the board and then having to recommend administrative action to the same board; such a situation is unsatisfactory.

A committee should have a strong time sense and make its contributions within reasonable lengths of time; usually, the school year is the natural action period.

When citizens groups start activities early in the school year, or just before the opening of school, they usually have time to take inventories, consider matters, make generalizations, and formulate recommendations to the board in time for it to take action for the next year. If recommendations of a committee are likely to affect a school budget, then the recommendations must be submitted in time to be considered before budget figures are compiled.

It is important that some school staff member have the responsibility of coordinating the lay participatory program.

Some staff member should have the responsibility of keeping close touch (1) with opportunities for lay participation, (2) with personnel qualified to make contributions on committees or as resource persons in classroom situations, and (3) with the results of joint endeavors of laymen and professionals. At all times this individual should serve in a liaison capacity between lay participants and school personnel. The office of such a coordinator can assist the advisory committees with research and clerical service.

Tangible Results

Tangible results traceable to the work of citizens' advisory committees in Great Neck are abundant.

The board of education has, on the basis of supportable pupil population statistics, been able to plan a school building program through 1960. It has been able to purchase sites both for present and for future use, and to get buildings constructed.

Despite sharp increases in enrollment, we have usually been able to keep class size close to 25 and have avoided curtailed or double sessions.

We have been able to develop a more flexible educational program, to provide more special teachers for consultative services, and more adequately to furnish educational materials, supplies, and equipment.

Special services have been expanded and enriched in such areas as adult education, after-school and summer recreation, health service, guidance and psychological service, school-community relations, and home teaching.

The continuance of fraternities and sororities at the high school level has been discouraged.

In the community, the level of public understanding, the feeling of responsibility, and the support of public education has been high, as evidenced by votes on budgets and bond issues. Of course, all committees have not been uniformly helpful. Generally, however, the citizens committee operation has succeeded, and their contributions have been valuable.

Results Citizens Committees Have Secured

ELEANOR COLE
Assistant Director
National Citizens Commission for the Public Schools

EVERY PROBLEM which affects the community and the people in it affects the public schools. The truth of that statement, read backwards or forwards, is demonstrated by some 42,500 letters received at the National Citizens Commission for the Public Schools during the past two and a half years.

The letters telling of the accomplishments of citizens committees show that no clearcut line can be drawn to distinguish between what lay groups can and cannot do. A good citizens committee, working cooperatively with the school authorities, representative of the community and proceeding on the basis of fact, can accomplish just about anything.

Superintendent Agrees

Laymen aren't alone in thinking this. Shortly after the formation of the Commission, a district superintendent of schools from New York State wrote us: "Lay people can much better lead the way toward better educational leadership, better instruction for teachers, better plant facilities, better public understanding of educational problems, which in turn will eventually mean better educational advantages for the boys and girls of America."

The New Jersey Education Association published a study of citizens committee activities in November, 1950, listing 36 tangible benefits from lay participation as reported by superintendents in 97 districts. These tangible benefits included help in formulating building programs, successful endorsement of bond issues, establishment of adult education programs, publication of more school news, curriculum improvement, development of a guidance program, better salary schedules, better playgrounds, revised health program, survey of future needs, better report cards, better vocational courses, inclusion of new items in the school budget, district consolidation, use of community leaders as "resource" people for classroom instruction, new state legislation on a local school problem.

Echoes

Our mail echoes many of these accomplishments and reports additional ones.

From University City, Missouri, was reported "a great victory for the citizens advisory committee. The vote was 3,606 for the bond issue, 169 against. This ratio of 22 to 1 is contrasted with a city bond election on the same day . . . with a 3 to 1 victory for the city."

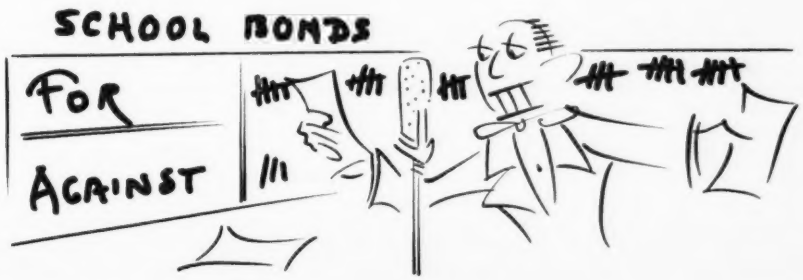
Besides sending out questionnaires to the parents of schoolchildren to ascertain what the citizens wanted taught in the schools, the Palo Alto Education Council reported another activity. "The Council has also sponsored a series of four meetings interpreting the program of modern education to parents. These meetings were well attended by both teachers and parents and did a great deal to help interpret the program in the schools to the patrons."

'Historic'

From another California city, Glendale, we heard: "We have just finished a history-making 'phonics workshop' (seven one-and-a-half-hour meetings) brought about by lay pressure and newspaper publicity."

'A Wonderful Job'

On the other side of our country, in Connecticut, the West Hartford Citizens Committee for Public Education tells us: "Our transportation committee has done a wonderfully competent job. We now have im-



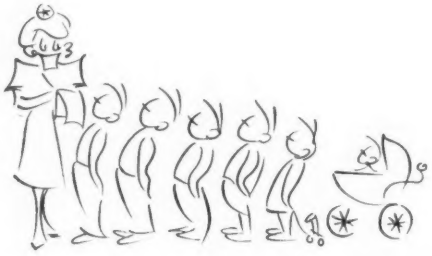


proved markings on the buses, a monitor system and standardized procedures for entering and leaving the buses."

Half a state away, the Citizens School Study Council of Fairfield, Connecticut, has completed studies on curriculum, teachers, buildings and administration—and more are planned.

By-Products

Citizens committees, while working on one specific project, nearly always produce good by-product results. For example, a letter from Homer, Illinois, states: "The committee has given us a complete census of all children of the district who will be going to school here for the next six years . . . We all feel we know our schools better, understand some of their problems and appreciate the work of our school officials and teachers more."



Another by-product result was reported to us from Mason City, Iowa: "Lay participation has prepared people who will make good board members."

Unplanned work is sometimes handed to citizens committees. In Mount Healthy, Ohio, we were told that "a student strike was imminent, but the leaders of the citizens group were able to channelize the spirit of the students to the thought that a recommendation should be made to the board about initiating a student council."

Members of a survey committee in Upper Adams, Pennsylvania, told us: "Studies are being made on attendance areas so that future buildings will be placed according to population centers."

School health is the concern of many groups, such as one in Jersey City, New Jersey. "We can indeed point with pride to our milk campaign. Milk for children has been introduced into the schools through our efforts. At the present time we have many committees who are busy working on sanitation problems in the schools."

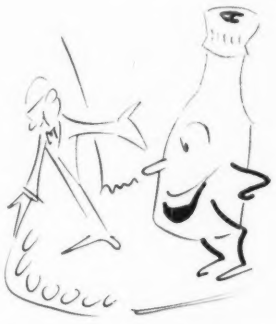
Many committees are working on the problem of school board member selection. In Dobbs Ferry, New York, the League of Women Voters spearheaded a drive to organize all local organizations into a committee for the selection of school board members. Another New York community, East Meadow, reports: "For the first time, the community had a public nonpartisan presentation of the question of school board members."

From Tacoma, Washington, we heard about another area of school improvement successfully investigated by a citizens committee. "The committee's endeavors resulted in the instituting of an internal audit system whereby the accounting for school funds was much more complete and understandable."

In the South, the Georgia Citizens Committee, working with the Georgia Education Association, went out and explained a proposed Minimum Foundation Program for Education to the people throughout the state. The result was a 3 percent sales tax with the money earmarked for the schools.

The intangible result of citizens committees' work are many. A letter from Longview, Washington, tells us that "on numerous occasions, the Council has served as a 'pop-off' valve, where irritating but minor grievances are talked out before becoming cancerous."

And certainly we have to admit the mere act of members of a community working together cooperatively is a prized result. The letters we get state in many different ways the thought that citizens committees are truly workshops in democracy.



This sampling of results cannot give the true picture of the extent to which lay groups are achieving improvement for their schools. Nor can it do more than mention the fact that more results in these and other areas are being chalked up right now.

When such a movement snowballs, some misguided people—it takes only a handful—can give all citizens committees a bad name. These people err in refusing to follow (or in not knowing about) the three common denominators of successful committees. Either they form citizens groups which are not representative of the community; or they proceed on their own without consulting the existing school authorities; or they begin their work with an axe to grind, instead of looking at the facts and guiding their actions on the basis of those facts. It is a source of great satisfaction to us to be able to document the fact that for every one of those misguided groups, we can point to at least 150 "good" groups.

The work of citizens committees is constantly expanding and resulting in more specific achievements as the confidence and knowledge of both the citizens and the school administrators increase.

The Relation of Citizens Committees

To the School Board, the PTA, and Other Local Organizations

W. A. EARLY
Superintendent of Schools
Arlington, Virginia

THANKS to the National Citizens Commission for the Public Schools and other organizations, the spotlight has centered on citizens' participation in the public schools, and interest in the education of our children has been reawakened. That is all to the good. The more of it, the better.

But a sand trap is ahead of us, and before we select our club to aim for the next hole, let's be sure first that we see the sand trap and second, that we clear it.

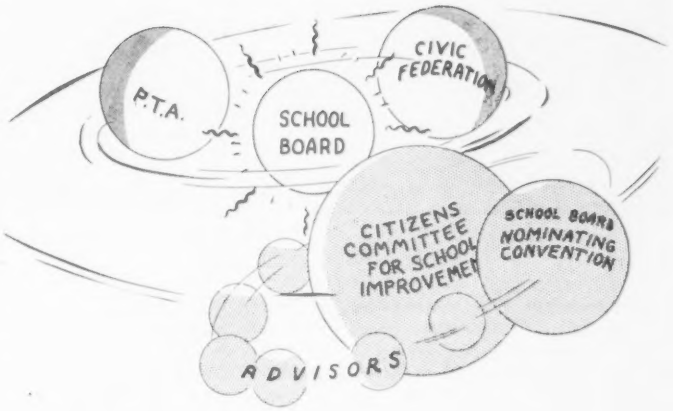
The sand trap is the danger of allowing citizens committees to fall into a rigid, preconceived organizational pattern. If we try to force it into some special kind of pattern, we may fail in our objective.

Citizen participation in the schools need not and does not follow any specific pattern. It should and does differ in approach from community to community.

Revolution in Arlington

We, in Arlington County, Virginia, have undergone what some folks look upon as a sort of community revolution. Our people, dissatisfied with the school situation, rose in justified wrath and proceeded to do something about it. Many improvements have been made. But there is much more work ahead to solve many more difficult problems.

Community interest must not be a one-day wonder, for to be of rich value, it must be continuous. Citizen machinery in Arlington is geared to maintain that interest and constructive participation, but it does not follow precisely a given formula. Since it springs from the people and is spontaneous, it runs in directions that suit the community needs and the character of the people. The important thing is to keep objectives in mind and to discard the notion that there is one way and only one way to win and hold citizen interest.



Look at Arlington

As we study Arlington's citizens' organization for better schools, we can see not only how one community approaches its problems, but also some of the elements that enter into winning and holding community interest. It is vital to remember that citizen participation is a general concept. What citizens? How do they prefer to organize? In what way can they best concentrate their interest and function?

We have many organized groups in Arlington, many directly concerned exclusively with the public schools, many with varying degrees of interest. All of them together add up to citizen interest.

Three citizen groups may first be cited because they are county- or community-wide in nature.

The Citizens Committee for School Improvement has had a membership as high as 2,500. It organized the School Board Nominating Convention, composed of representatives from all civic organizations in the community having bona fide educational committees. At a recent session of the convention, 590 representatives voted on the nominees to be sponsored for membership in the board of education. Six persons were nominated for



Surveys are made of Arlington's present and future school needs.

three board vacancies. There is, of course, provision for other nominations, but neither political party at present makes nominations for the school board.

The convention does not have legal status, and it need not. It is simply the community's way of expressing its interest in furthering education.

Advisory Councils

The Citizens Committee for School Improvement has approached another vital avenue. The school board set up a group of exploratory councils in various fields of educational interest. These groups, composed of an average of 21 persons each, function in the fields of art, music, home economics, vocational education, budget procedure, buildings and grounds, special education, school construction, physical education and the like.

They meet regularly, with members of the school professional staff serving as secretaries. Their function is to supply information, to help get the work done, to serve as catalytic agents to crystallize or resolve issues for presentation to the county-wide citizens committee and thence to the school board.

The council on budgetary procedures, for example, to ensure participation of the school staff in budget-making, solicited initial requests by classroom teachers, followed by consolidation of their requests by school principals and presentation of these proposals to the superintendent of schools. Both the lay members and the staff work together in formulating the budget from the beginning. It is then submitted to the superintendent for action.

PTAs

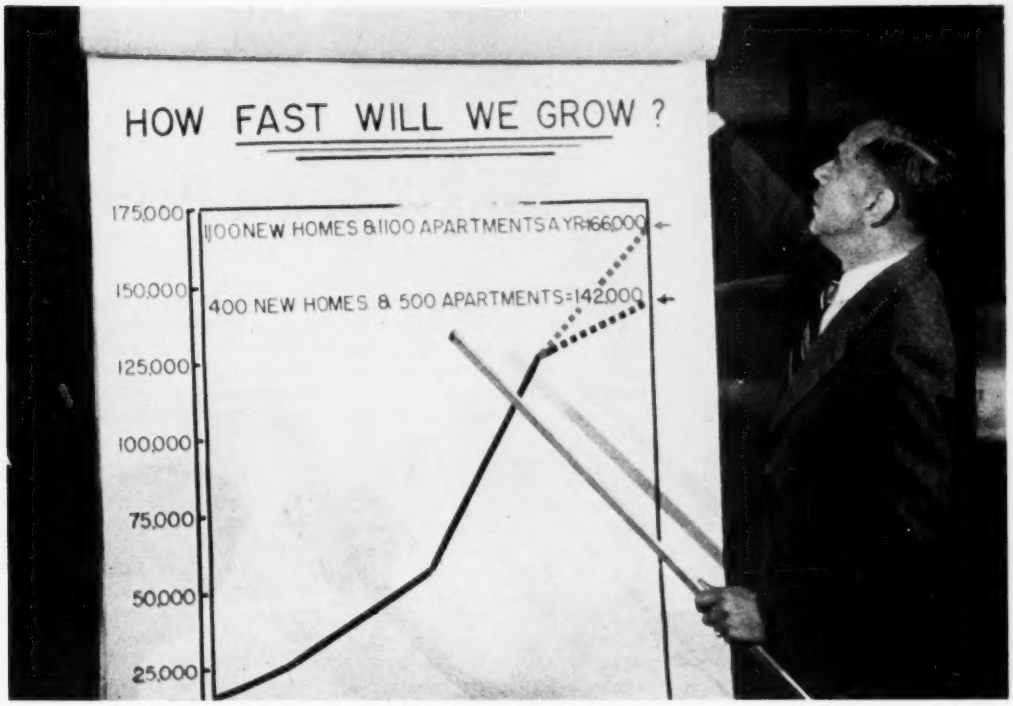
The second large, county-wide group is the County Council of Parent - Teacher Associations, it representing the individual school. This group is invited to express its views at the monthly board meetings. Machinery exists for the interchange of information, on a basis of mutual confidence. Board members are always available and willing to discuss all school issues frankly. There is no bar to parent-teacher participation.

Civic Federation

The third county-wide group is the Civic Federation, a composite of all the county civic organizations concerned with the general welfare of the community. Their interest covers a wide range of problems—from roads, water and sewer facilities to playgrounds, police protection and community sanitation. Most of these groups have education committees.

School Advisory Committees

Virginia law authorizes the board of education to appoint a school advisory committee of three persons for every school building. They advise the board on school matters and cooperate in the care of school property and successful operation of the schools. They are media of communication between the small school community and the board. They find problems and causes of irritation or dissatisfaction, and report them to the board.



Photos were taken from The March of Time Forum Film: *The Fight for Better Schools.*

There are many areas of general interest in which the committees serve and, of course, many peculiar to a given school building. In general, the school committees work with parent-teacher groups, teachers, principals and pupils on such matters as bus transportation, routes, places and time of pupil pick-up, school districting, and protection of school property. Where activities are sponsored on a county-wide basis by other groups, these committees implement the work directly in the individual school.

Public Communications

One of the most helpful services of the school committees is in what we call public communications. When the board contemplates a significant news release, on a step of general community or even of strictly local interest, advance copies may be sent to the school committees. They meet with the parents and teachers, read the proposed statements, consider them, and advise the board of the school reaction to them. This is one way to keep in intimate, sensitive touch with the feelings of the people immediately around the school building.

A somewhat similar two-way communication exists in curriculum matters. The Parent-Teacher county-wide committee on curriculum meets with the professional staff, discusses curriculum adjustments and reports its views to the board.

It Works!

What does all this add up to? Is it a complex organizational pattern? Are there inherent conflicts in it? Undoubtedly there are those who, confronted with this active, multicolored fabric of community participation, will wonder how it works. The answer is simple and unqualified. *It works!*

The people, in three successive years, voted substantially larger school budgets in Arlington County. Was there opposition when the budgets were offered? Of course, there was, but by the time the budgets were proposed, the whole school problem had been presented to every nook and cranny of the community. They had been discussed and considered. The board of education had sincerely demonstrated its interest in reflecting community wishes. Mutual confidence existed. The majority of the people recognized the need and voted for the budget.

What, one may ask, happens when someone wants something and the decision is adverse? Obviously, the score is not 100 percent, but the community does not expect 100 percent. As it participates in efforts to solve perplexing problems, it comes to realize that there are many sides, not only two, to a story. There are victories and defeats. There are successes and failures. But the sum total is success, because there is understanding.

Arlington County does it that way. Other communities may pursue other ways, but the basic principles remain. The school system must be close to the people to win their understanding. To the degree that the board achieves this aim, it succeeds.

Some Pointers

SINCE SCHOOLS are essentially a local institution and, as such, have their local problems which must be solved on an individual basis, any rule you could set down for citizens committees should be prefaced with: "Though local situations differ, in general, it has been found to be true that. . ." This is not equivocating, but a way of saying at the outset that what works miracles in one community may produce the opposite result in the town fifteen miles down the highway.

In a democracy—which is the only form of government that could permit citizens school improvement committees—the problems of the schools can be solved only by people working together. The tenor of a community will determine the methods used to get people to cooperate.

However, bearing that in mind, some general words of advice and caution can be given, based on the experience of citizens committees throughout the country.

Triple-Barreled Suggestion

A triple-barreled suggestion comes from the National Citizens Commission for the Public Schools. After examining the methods of organization and modes of procedure of some 1,500 local, county and state committees, the commission points out three common denominators of all effective groups:

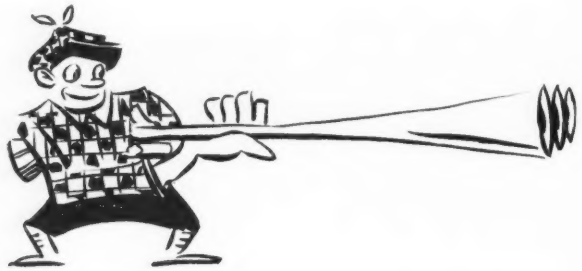
1. They are representative of the entire community.

2. They start with fact-finding to make certain their recommendations and actions are based on an objective evaluation of the problems.

3. They work cooperatively with school authorities, but preserve their independence of thought and action.

On the first point, the handbook for citizens committees, entitled *How Can We Help Get Better Schools?*, declares: "The entire success or failure of a citizens committee is decided when the members are chosen. If they really represent the whole community or state, it is very difficult for a citizens committee to do wrong. If they don't, it's almost impossible for the group to do right."

The handbook, produced by a group of laymen and educators, is available from the National Citizens Commission and contains some specific suggestions on membership, organization and operation of lay groups. The authors asked themselves questions and pooled their answers on the basis of their extensive experience. Other groups might find their ideas adaptable to their own communities.



Membership

How do we get members we want?

Several answers were volunteered. It is rarely a good idea for those who want to start a citizens committee to begin by holding a mass meeting. A better method is to ask organizations and community leaders of all kinds to suggest individuals who might be interested. Newspapermen, councils of social agencies, and community-wide planning agencies are often helpful in suggesting names. The names of many community leaders can readily be found in newspaper files.

Diversified Viewpoints

Should people known to be in opposition to the committee's purpose be asked to join?

The citizens committee's purpose, of course, should be simply to improve the public schools. Obviously, people known to be against the principle of public education should not be asked to join. Great care should be taken, however, to distinguish between those who are against the principle of public education, and those who disagree on the nature of good public education. Probably very few people are against the principle of public education, but many are accused of it by persons with differing ideas on the nature of good schools.

Persons who feel schools should put great emphasis on the arts, for instance, often find themselves in disagreement with people who feel the schools should greatly emphasize vocational education. Obviously,



For Citizens Committees

neither group should be excluded from a citizens committee. In areas where there is controversy over such subjects as the reorganization of school districts, or the construction of new buildings, neither faction should be excluded from a citizens committee. One of the greatest values of citizens committees is their power to get people of differing opinions together where they can examine facts and reach agreement.

Professional Consultants

Should local school authorities and school personnel be members of a citizens committee?

The participants in the workshop conference were unanimous in their opinion that school authorities and school personnel should serve as consultants to a citizens committee, but they did not reach agreement on whether they should be members. Those who felt that teachers and school administrators should be members pointed to the great knowledge these people could bring to the group. They said that in addition, the cooperation of schoolpeople and citizens committees would be insured if the former were members of the committee. They added that school personnel and school authorities are, of course, citizens of the community themselves, and should not be excluded from a citizens committee.

Those who believed school personnel and school authorities should serve as consultants, but not as members, felt that because school personnel have such a direct personal interest in the schools it is sometimes difficult for them to preserve complete objectivity. The participants agreed that it would be unfortunate if so many teachers joined that the group became largely professional in character. All agreed that an ideal situation would be one in which teachers were freely invited to join a citizens committee where enough laymen were present to preserve the representative nature of the group, and where the teachers willingly served as citizens rather than as representatives of a profession.

citizens committee, what other factors should be taken into account?

After plans for building a fully representative citizens committee are drawn up, it is sometimes a good idea to examine the list of members with an eye for special abilities. Is there anyone on the list, for example, whose experience will come in handy when the committee studies the financial problems of the schools? Is there anyone who can give the group skilled advice on publicity? If the committee is to study buildings, an architect can be of great help. A lawyer might often be able to explain the laws under which the schools function. Obviously, a citizens committee can profit enormously from the addition of people with special skills, and there is no reason why this can't be done without disturbing the representative nature of the group.





Students Participate

Should public school students be asked to become members of the citizens committee?

The creation of a junior advisory council was thought advisable. Its responsibilities and functions would obviously be governed by the age of its members.

In deciding who should be on a

Organization

Those at the workshop conference agreed that in general, citizens committees should be organized as informally as possible to preserve spontaneity and to avoid red tape. "When a bunch of people really get interested in doing something for the schools, they haven't got time for a lot of foolish procedure," one par-

ticipant said. "I always get worried if a citizens committee starts paying too much attention to titles of officers and rules of order."

Nevertheless, everyone concurred that certain usual procedures of organization can facilitate work. Here are some questions on this subject which they considered and the answers they gave:

What officials should a citizens committee have?

A chairman, secretary and treasurer are usually enough.

What standing subcommittees will be needed?

Although this depends greatly on the activities of the committee, most committees usually find it useful to appoint special groups to consider legislation, plans for the committee's long-range program, school finances, membership, research, public relations, and others concerned with the major school problems of the area.

Should the citizens committee have written bylaws?

Yes. Written bylaws can make everyone's responsibility clear, help prevent misunderstanding.

Funds Needed

How should a citizens committee get the funds it needs to operate?

Those at the workshop conference began by agreeing that most local citizens committees need surprisingly little money to operate. Whatever money is needed can usually be raised by asking members to pay small dues, but the smaller the better. In some cases, money can also be solicited from other organizations in the community. Occasionally, business firms are willing to donate money and if the acceptance of such money is thought desirable by a fully representative committee, there is no reason against it.

The problem of raising funds for state groups is often a little different. They often depend more heavily on donations from other organizations. Sometimes state groups have an opportunity to get funds from governmental agencies, and if they feel their freedom of action won't be impaired, there is no reason not to accept them.

Operation

The belief of those at the conference that citizens committees should begin by finding facts has already been emphasized. All agreed that once the local school situation is thoroughly understood, the citizens committee should decide upon a course of action and do everything it can to implement it. After reaching this fundamental agreement, the participants considered these questions.

With what elements of the school system should the citizens committee be concerned?

Although the emphasis would, of course, vary from community to community, those at the conference agreed that a good citizens committee should be concerned with the following: school buildings and equipment, the choice of qualified people for positions on the school board, financial problems of the schools, the possible need for reorganization of school districts, the relationship between the community and the schools, teachers' salaries and the community standing of teachers, long-range studies of school needs, including studies of changes in population and changes in the nature of the community, and the basic problem of what the community wants the schools to provide.



Those at the conference agreed that citizens groups should begin by studying the less controversial and more easily understandable areas, and, after meeting success there, proceed to more difficult problems.

Facts and What to Do with Them

Where can a citizens committee get the facts and information it needs?

From local school authorities, from its own studies and from state and county offices, as well as national organizations.

When a citizens committee is in full possession of all the relevant facts and has decided upon recommendations, what can it do to implement them?

It should begin by submitting its analysis of the facts and its recommendations to the school board. If the board agrees, it will probably suggest specific methods to put the recommendations into effect. If the board does not agree, the citizens committee should find the reasons why it does not and, if necessary, correct its own thinking. If after talking the matter over with the school board, the citizens committee still believes it is correct, the citizens committee, after checking again, can undertake a publicity campaign to place the issue before the public. The usual procedure, however, is for the school board and citizens committee to team up to conduct a publicity campaign designed to win public understanding of the facts concerning the schools and public support for the necessary steps.

How can the facts best be placed before the public?

Local newspapers and radio stations are of enormous help. Large public meetings are often good. A speakers' bureau to supply people to talk at meetings of other organizations is useful. Pamphlets and letters mailed directly to residents of the community often have great effect, as do posters, signs on automobiles and telephone calls. Most effective of all are door-to-door campaigns, during which members of the lay group get out and talk with residents of the community.

A Continuing Organization

When a citizens committee has made recommendations, and the recommendations are put into effect, should the committee go out of business?

No—a citizens committee should be a continuing organization. Even when it achieves its goal, there are always plenty more ahead. School systems don't stand still—they're always going up or down hill. Citizens committees can keep them going up.

The workshop participants ended their conference with a note of caution. They pointed out that improving a public school system isn't an easy job. A citizens committee made up by many persons of differing backgrounds and abilities requires tactful and patient leadership. Citizens committees must be careful to avoid friction with school authorities, for their purpose is to *help* school boards and school administrators create good schools, not to *replace* them.

Public Education:



JAMES LEWIS
Superintendent of Schools
Dearborn, Michigan

THE COMMUNITY SCHOOL concept is emerging as a manifestation of the deeply rooted, though often poorly verbalized, feelings of our parents concerning the education of their children. It reflects a longing for clearer definition and better implementation of two basic democratic principles in our system of free public education.

Local vs. Federal Control

The first of these is our grass-roots tradition for local control as against a federal system, and the second (which has long been loosely mouthed, shibboleth-like) is the fact that the schools belong to the people. The satisfaction of this longing on the part of our parents, as expressed in acceptance of the community school concept, may come through help from another new development at the local level, namely, the local citizens committee movement.

Most teachers agree that the curriculum should reflect the needs of children and adults in the community in which they live; and also that parents have a legitimate concern in their desire to be consulted in considerations pertaining to the content of the curriculum, reserving of course the responsibility of the teaching profession for method and procedure. The acceptance of this concept of parent participation has not resulted, however, in widespread participation.

Our failure to implement the contribution of parents to education is in part related to other weaknesses in general citizen participation activities, such as observance of our laws, exercise of the franchise and willingness to take public office. The public schools, in turn, must review this rejection within our culture of the responsibilities of citizenship and the almost amoral *per se* acceptance of rights and privileges. The responsibilities of citizenship as against rights can be emphasized by involving students in school citizen activities.

Real Failure

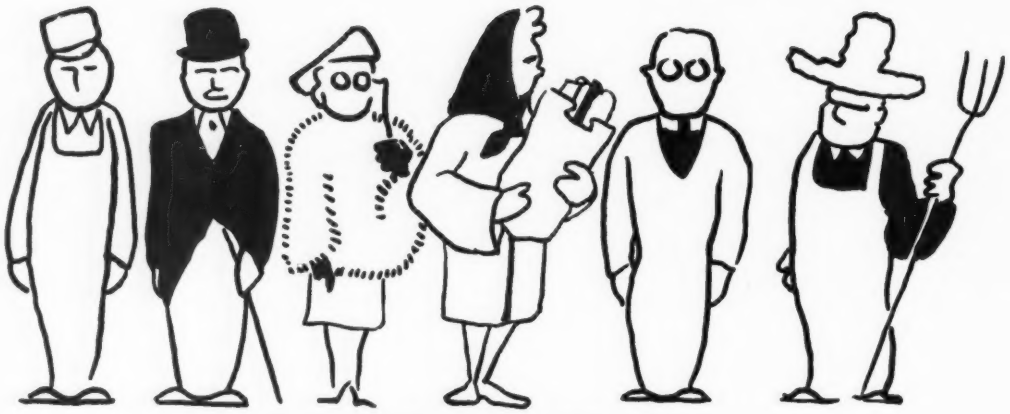
If we accept, even in part, the prevalent shortcomings and weaknesses, we are still begging the real question. Our real failure has been in the mechanics of dealing with the parents, to whom we admit the schools belong and who live where the schools operate from day to day. In short, there are so many parents with so many different ideas about what the schools should be doing that we invariably end up by only listening. Because we have no machinery to poll and properly organize widespread parent opinion, we do nothing. This is the parents' most common complaint.

Machinery of communication for proper channeling of suggestions, study reports, complaints and recommendations from the parents must be carefully organized. In many individual school situations this has been well done by the PTA. In some situations, the parent-teacher city-wide council has been effective. An extension of the council idea might well result in formation of a citizens committee.

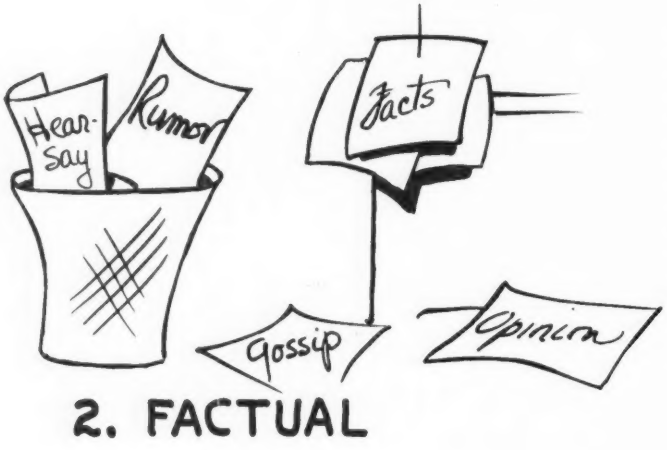
Citizens Must Carry the Ball

The weary public school administrator beset with problems of





1. REPRESENTATIVE



2. FACTUAL

overcrowded classrooms, inflationary budgets, improvement of instruction, teacher shortages, steel allocations and a dozen other major headaches cannot be expected to carry the load in this citizen movement. Competent, interested and devoted parents who will accept the role of citizen in its finest sense must take the lead. The role of the school administrator as consultant to such parents is clearly indicated.

Three Basic Principles

The most successful of these citizens groups have accepted three basic principles in organizing. First is adherence to some written by-laws which become the rules for playing the game. Second is the matter of broad citizen representation. The best groups have gone far beyond the evident power system operating the community to seek widespread participation from geographic, economic and organizational segments of the community. The third ingredient in the formula for success is directly related to the ability to involve the resources of the community that are presently organized: PTAs, service clubs, labor unions, chambers of commerce and other functioning units, along with some fresh blood.



3. COOPERATIVE

The Purposes, Work, and Value Of Citizens Committees

THEODORE L. RELLER
Professor of Education
University of California, Berkeley

THE PURPOSES which citizens committees for education may serve can best be understood in light of the social and economic conditions of our times.

- The feelings of frustration and insecurity of many people resulting from the depression of the '30s and the failure to achieve world understanding following World War II.
- The threat of growing social stratification in our society and the increasing distance between various individuals and groups. Related to this is the role of pressure groups and the question of the strength of common socially desirable purposes.
- The failure of people to understand the proper relation between the expert and the "layman."
- The tendency to centralize decision-making and control in relatively few hands. This tendency has revealed itself in finance, industry, labor, government and other areas.
- The growing power of or dependence upon mass media of communication and as a result, less genuine government of people.
- The difficulty of communication resulting from: social stratification, division of labor, extended professional training, varied backgrounds, large and complex organization.
- The demands made upon the tax dollar by the defense mobilization program and the possible or probable effects upon the support of education and other social services.
- The large educational needs of the society complicated by lack of clearly defined and agreed upon educational purposes.

Faith on Trial

In a very real sense the faith of the American people in education may be said to be on trial. They will have to clarify its purposes and determine whether or not or to what degree the purposes are to be realized. Some educators may still think they are the ones who should make these determinations. Despite their good intentions, educators must increasingly recognize that they neither can nor should make the basic policy decisions. It should be recognized that the citizens of our communities have made the decisions to develop public education, and experience clearly indicates that they want a program of education which is just as good as the program desired by educators.

The purposes of citizens committees are: to facilitate the solution of specific problems confronting the schools through bringing the resources (especially knowledge, experience, and ideas) of the people to bear upon them; to enable more people to develop an understanding of the educational enterprise, its successes and problems in order that they may act intelligently in regard to education; to develop lay leaders who, through their work with laymen and educators, may facilitate communication and mutual respect and understanding; to enrich the lives of citizens (and thus the society) involved, who develop knowledge, understanding and ability to work with people through the actual study of or work with significant social problems; to develop confidence in schools and schoolpeople coupled with an awareness of their strengths and limitations, and confidence of schoolpeople in lay citizens; to provide for teachers and administrators more solid encouragement and proper security than exists for them in many communities today; to advance education, recognizing that sound advancement is to be found not in the ideas of a few but in the optimum utilization of the lay and professional (educational) resources available; to demonstrate—as the schools should—democratic practice. This involves participation in policy-making by the people. It provides an opportunity to attain leadership which is not of one man but which builds upon the resources of and is of the group.

The work of citizens committees may vary greatly. In some instances the citizens committee may have as its primary challenge the actual study of a situation; in other cases it will serve as an advisory committee in regard to policy matters; and in some instances it will be an action body.

In developing or expanding the role of citizens committees, care must be taken in order that essential confidence, respect and ability are built. Such committees are not a panacea and are not to be unthinkingly indulged by lay and professional people. Thus gradual introduction and expansion appear to be desirable. Both lay and professional people must learn how such committees can operate effectively, what aids they need, the contributions they can make, the limits within which they have responsibility, the skills which must be developed, the problems which confront them.

Citizens committees must be seen as instruments through which much can be learned and achieved. Their contribution will increase as our abilities to employ them do, and as we develop willingness to study educational problems cooperatively. Through citizen participation a finer educational system and a finer democracy can be achieved, even in our troubled times. This is inevitable, since genuine understanding and sound appreciation come to those who become sincerely involved. The most promising antidote to many of our social problems and our problems of communication is to be found in cooperative study and action leading to understanding, ability to do, mutual confidence and clarification of the purposes of education.

Orangeburg's Community Council on Education

In the five years of its existence, the Council has participated in school improvement with the sanction of school board and parents

E. W. RUSHTON
Superintendent of Schools
Orangeburg, South Carolina

FIVE YEARS AGO a strong and determined interest was manifested by school board members and other civic leaders to help develop better schools in Orangeburg, South Carolina. Urgent requests were made by a few lay citizens to remove certain teachers from the system, to do a better job of preparing pupils for college, to improve discipline in the high school, to enlarge the athletic program and to make other changes in the school system.

Realizing their responsibility for sound and consistent educational progress, board members and their newly-elected superintendent agreed that a school program for the district could not be developed by acquiescing to such requests piecemeal. Consideration was given to a factual study of existing conditions of living and learning for children, youth, and adults in the interest of projecting a program to meet immediate and long-term needs.

In October, 1946, the school board authorized a comprehensive survey of the Orangeburg school system to be made by the Division of Surveys and Field Services of George Peabody College for Teachers under the direction of Dr. John E. Brewton. Members of the professional staff and lay citizens participated by furnishing information, records, and other data concerning the schools and community. This procedure enabled the study to have the aspects of both subjective and objective thinking.

Showcase for Orangeburg's schools was this department store window demonstration during American Education Week.



A year later, the report of the completed survey was distributed to service organizations, parent-teacher associations, church groups, members of the school board, professional staff members and others. "The survey was received with interest and appreciation. The support of the press, radio, and civic organizations of the community was excellent."[1]

Community Council on Education

Sensitive to the reawakening of interest in and support of the local public schools, the school board invited 60 persons, including teachers, school administrators, high school pupils, and lay citizens, to a dinner conference for the purpose of discussing procedures to improve the total educational program. Following an informal discussion, a member of the group suggested that some kind of organization be formed to acquaint the citizenry with the critical conditions in the schools. This idea gave birth to the Community Council on Education, which was formed in November, 1947.

The purposes of the Community Council on Education were to assist in informing the community of the needs of the schools, in developing plans of action for immediate improvements, in planning a long-range program of education, and in serving as a community group to keep before the people the need of a continuing

[1] Henry H. Harap, *Follow-Up Study of Orangeburg Survey*, p. 2. (Typewritten Report.)



Orangeburg citizens hear progress reports of school-community betterment projects undertaken by pupils and teachers.

program of school-community betterment.[2]

A business leader was elected chairman of the council. He expressed the opinion of the founding group when he stated that the Community Council on Education should always be a supporting organization for the program as approved by the superintendent and the school board.

How It Worked

Immediately following the formation of the Community Council on Education, a special committee of the council was invited to meet with the school board. Four recommendations of the survey were approved by the school board, and the council was requested to assist in informing lay citizens concerning them and to solicit their support. The "four points" were: (1) to change the method of electing school board members so that they would have more overlapping terms of office; (2) to secure an adequate site for high school youth and to build a plant insofar as funds permitted; (3) to remove the limitation for bonded indebtedness; and (4) to increase millage for current operations from 25 to 50 mills.

An intensive and vigorous campaign was launched to explain the urgent needs of the schools. The radio, the press, local organizations and individual citizens demonstrated a remarkable degree of interest in and support of their schools. As a result of this unprecedented energy and support, the county legislative delegation passed the necessary legislation and taxpayers voted favorably on the four point program.

Since 1947, the Community Council on Education has played an active role in American Education Week observances, in vocational and general education classes for adults, and in helping school officials formulate policies for the use of the school for community activities.

The council meets in the early fall each year and aids in planning for American Education Week. Last year some 95 school and community leaders assisted in planning the observance throughout the school system. Several thousand adults visited the schools during the week.

Adult Education

The Chautauqua and the Community Education Center are sponsored annually by the Community Council on Education, the Adult Division of the State Department of Education, and the city schools. One night each week for six consecutive weeks adults come back to school and take courses in courtship and marriage, developing personality, child care, interior decorating, flower arrangement, music appreciation, arts and crafts, public speaking, and work

Learning to make and repair furniture at the Chautauqua, adult education center sponsored by the Orangeburg Community Council on Education.



[2]Minutes of the Organizational Meeting, Community Council on Education, November 26, 1947, p. 2.





Above, parents visit white and Negro schools during American Education Week, observing classroom instruction and inspecting equipment, health services and other facilities.

in the school shop. In addition, the adult program provides year-round instruction.

A long-range comprehensive program for school improvement, developed by the school staff, was accepted by the council several years ago. The total program includes the following areas: the purposes of education in a democracy, school plant, school staff, school finance, and evaluation. Since that time representative lay citizens have attended the annual preschool work-conferences and have worked with the staff in the total program.

Value of the Council

The basic assumption of the program in Orangeburg is that progress in education depends upon the aspirations and understanding of the professional group and lay citizens.

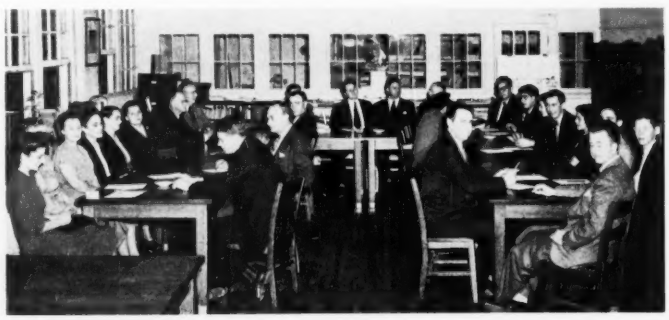
"The members of the school board acknowledged the assistance of the Community Council on Education in winning popular approval."[3]

Interviews with a former chairman of the school board, with the editor of *The Times and Democrat*, with a leading banker and business executive, and with parent representatives disclose that there is growing community interest in the schools. "The parents now feel that the schools are theirs," said one parent. "The people are sold on the progress the schools are making," was the statement of a highly respected banker and business executive.

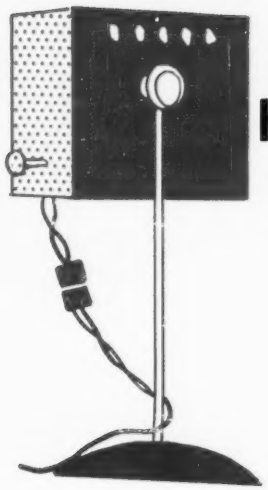
These educational improvements could not have been made without the vigorous and loyal support of the community.

[3]Harap, *op. cit.*, p. 8.

Below, lay citizens and faculty members of white and Negro schools meet to plan Education Week program. Photos by Lackey







How We Did It in Delphi



WAYNE EIKENBERRY
Superintendent of Schools,
Delphi, Indiana

SOMEONE has been doing a great job educating school boards and superintendents as to the importance of citizens or lay committees in implementing educational plans.

Even though we had always rather jealously and traditionally considered assistance in educational programs to be the sole function of the Board of School Trustees, we discovered in the past four years that with the invaluable assistance of lay committees we were able to accomplish major educational objectives which could not have been achieved otherwise.

In 1949 the Parent-Teacher Association, in compliance with the board's request, appointed two committees. One was a lay-advisory committee, of six members, to act as a liaison between the board and the public. The committee meets regularly with the board, in an advisory capacity. Even though they have no authority, members of the committee are given the opportunity to ask questions and to voice opinions on board policies.

The other lay group was a Hot Lunch Committee, consisting of eight members, which made a survey of the possibilities of setting up a school lunch program. The committee submitted a written report, with the assurance that at no time would it resort to any type of pressure. Its report and recommendations were of professional calibre, and served as a blueprint for work to be done later.

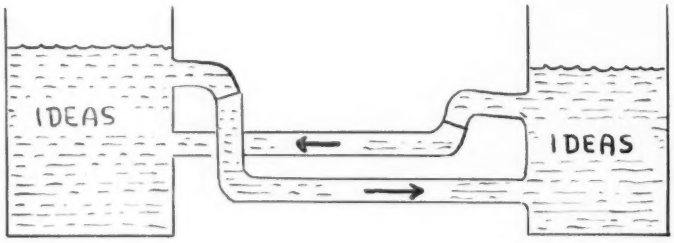
The school lunch program eventually approved by the board could not be put into operation without financial assistance. The board presented the problem to the committee.

The committee accepted the challenge, and raised over $2,200 to defray the cost of equipment. The board agreed to match this sum, and the lunch program was under way—made possible entirely through the cooperative efforts of the citizens Hot Lunch Committee and some fifteen local community organizations.



The Progress Which

CITIZENS COMMITTEES are functioning in all types of governmental and community activities today. It is quite natural then, that the schools, which belong to the people, should seek to "maintain a two-way flow of ideas between the school and the public" by means of citizens advisory committees. Although citizens committees have played an important role in school affairs for many years, it is probable that 95 percent of those now in existence have been organized within the last ten years.



The purpose of a citizens committee is to advise and assist informally in securing an educational program which really educates for community and world needs. The more important the school problem or program, the more important become the contributions of large numbers of people in creating a climate of opinion favorable for its development. Any vigilant citizens committee utilizes people who "feel needed and important. Their morale rises and with that comes an increasing sense of responsibility." It puts people to work getting the facts and then "getting them known."[1]

The work of these committees runs almost the entire gamut of problems facing the schools today—financing, housing, transportation, health education, recreation, population trends, adult education, home and school relations. The committees, representative of the entire community, work independently, but closely with the school authorities. "They begin their jobs by looking for facts, by conducting objective surveys of their school systems, and then outline their program on the basis of these facts."[2]

[1]"Effective Citizens Council: What Is It? What Does It Do?" *American City*, 64: 121.
[2]Henry Toy, Jr., "Working for Better Schools," *The Phi Delta Kappan*. Vol. XXXIII, No. 1, Sept. 1951, p. 3.

Two illustrations will indicate some of the work of citizens committees.

Typical Experiences

In an Illinois community the citizens committee consists of 31 members from all parts of the district appointed for rotating terms of three years, one-third retiring each year. Regular meetings are held every two months, attended by the superintendent of schools and at least two board members as *ex officio* members, but with no power to vote. No publicity is given recommendations until they have been presented to the board. Among the accomplishments of the council are: a building-needs survey by a citizens committee under the direction of the university; service as a general clearing house for other special citizens groups needed in carrying on the work of the school, such as the vocational agricultural night school steering committee and the adult education advisory committee.[3]

The St. Louis Board of Education appointed from among its members a committee on economic needs to study the pressing financial problems facing its public school system. This committee was empowered to bring together a citizens advisory committee to aid in the study. The result was a committee of 100 St. Louis citizens, some of whom are national figures.

[3]L. E. Starke, "A Citizens Committee in a Community Unit," *Illinois School Board Journal*. Vol. XVII: pp: 44-46.

This citizens committee, formed for the purpose of studying and relieving pressing financial problems of the school system, had no funds for employing nationally known experts. Members of the committee, particularly the executive committee of eight, were held in such high esteem that when they appealed to "business and organizations in our own community of St. Louis that have on their staffs experts and specialists second to none," the talent needed was "placed unreservedly and without cost at the service of this committee."[4] The Governmental Research Institute gathered information concerning the various types of school organization in large cities with a view to enlightening the board and the community on the much discussed subject of unit control.

Subcommittees, with aid from volunteer experts in the various areas studied, did research and reported on practically every aspect of the St. Louis school system. These included: organization of the board of education; instruction (including teachers' salaries); finances—the need for additional funds, and pensions; school buildings—operational maintenance, the school building program; auditing and supplies—building department, budgeting procedures, lunchroom, etc.; non-certificated personnel; the Strayer Report of 1939.

The reports and recommendations of these committees, covering hundreds of mimeographed pages, will serve members of the St. Louis Board of Education for years with constructive suggestions. Furthermore, the committee will furnish a nucleus of

[4]From a letter to the Citizens Advisory Committee from William Charles, Chairman of the Executive Committee, March 17, 1950.

Citizens Committees Have Made

FRANK L. WRIGHT
Member, Board of Education
St. Louis, Missouri



well-informed citizens on school matters for years to come.

Out of this committee of 100 was formed a Citizens School Improvement committee for the selection, support and election of candidates for the board of education in the April election.

Keys to Success

Important factors in the success of citizens school committees are: size—small enough for free exchange of ideas; personnel — thoroughly representative, including professional educators; method of selection—cooperation of the board and small executive committee; and definite understanding of the relationship to the board and to its executive officers. Persons should be appointed who are capable of making a contribution, and they should recognize that they serve as individuals, not as representatives of any organization.

Lay participation is not a panacea for all of education's ills. Lay groups can support increased tax levies, but they can scarcely increase the wealth on which the levy is based. They can work for high morale among the instructional staff, but they cannot overcome teacher shortages due to increased school populations and attractive offers in other fields of employment, nor can they determine the type of education the effective teacher needs. Sincere and constructive participation by lay groups, however, would seem to offer hope for educational progress in America.

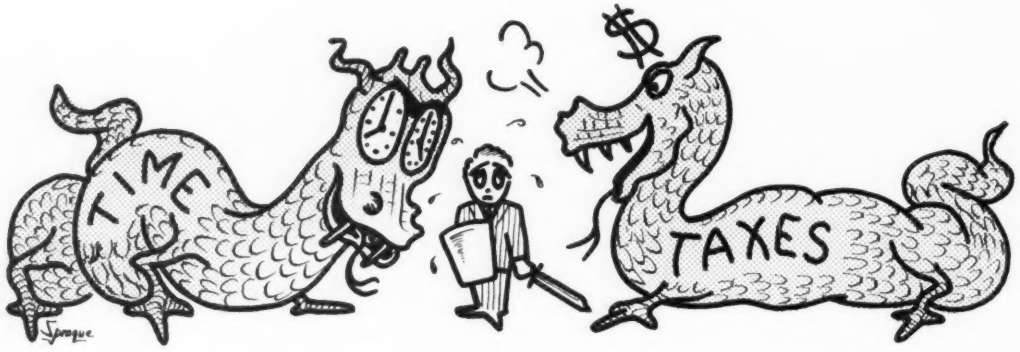
Sincerity of Effort

The value of the lay advisory committee is largely dependent on how sincerely the board and the administration want the advice of lay citizens, and how seriously the lay citizens desire to promote the best interests of the schools. Criticism of the education program is more likely to be objective, constructive, and evaluative if made by persons who themselves play some part in formulating that program. Furthermore, good men and women, after considering the many facets of school procedure on a citizens committee, will experience a subtle change in their attitudes toward schools.

"I'm In The Fourth Grade, Third Shift, Second Layer"



Herb Block in Washington *Post*.



"Of Time and Taxes"

DONALD V. BUTTENHEIM
Mount Kisco, New York

TWO of the strongest pressures operating on *homo sapiens suburbus* (1951 model) are those of time and taxes—and unfortunately both operate almost always to the detriment of the public school or schools in his community.

Buck Passers

While as a nation we are prepared in theory to fight to the death for local control of education, in practice, due to pressures of business, family life and other personal interests upon our time, most of us simply turn over that control to a duly elected school board and a paid professional staff and forget the whole affair. Forget it, that is, until some extensive improvements involving a bond issue are put up to us—at which point we can usually find enough time to vote "No" to keep taxes from exerting even more pressure upon us. This negative vote is all too often cast without any knowledge of the need for school improvements; and in antagonism to rising national income taxes, over which we cannot exercise direct control, rather than from lack of sympathy for better school facilities.

Awakened Interest

If basic improvements are to be made in our schools at the local level, a large and representative citizens committee can do much to offset the pressures generated by the perpetual absence of time and the equally perpetual presence of taxes. Such a citizen group can foster a new sense of community-wide responsibility for



school policies and programs, it can spread the work load involved in planning improvements, and at the same time it can make people so aware of educational deficiencies that not only will they become reconciled to more tax dollars for schools but they will win over more converts.

Personal Experience

My experience with citizens committee work lies more in the future than in the past. It began after I served a term as president of a local Parent Teacher Association, where, meeting after meeting, I saw the same group of dedicated parents turn out to rededicate themselves. But these perennial PTA participators (heaven bless them) are less than 5 percent of those who need to know and understand if anything substantial is to be accomplished in the improvement of school plants or programs.

Citizen committees, on the other hand, should be able to enlist the support of key leaders and other groups—chambers of commerce, service clubs, veterans' organizations, etc.—by showing them that no community can very long remain any finer than its public education program and facilities. Thus, direct lines of communication can be established to other agencies which influence community thought and action, with laymen doing the communicating rather than the sometimes suspect professionals.

Direct lines of communication of another sort are needed also—with village or town government officials and with local planning board agencies—so that school planning will be

kept in harness with other phases of community development. It is a simple matter to have a village trustee or a planning board member also serving on a citizen advisory committee, but such close correlation is difficult at the school board level.

Valuable By-Product

One very valuable by-product of citizen committees' work is that laymen work so closely with school administrators and faculty that mutual respect is increased and fear of domination by the professional vanishes. The high school principal turns out to be no fugitive from an ivory tower, but a father anxious for an enriched education for his own two youngsters. Besides, he is a rabid Yankee rooter who really knows his baseball. The elementary school teacher you had heard was agitating for salary increases shows herself far more concerned with the need for added classroom space and an improved playground for the first three grades. And her bridge game turns out to be just as proficient as her teaching.





A New Slant

In this informal, friendly atmosphere and in the give and take of countless committee meetings, it is easy for laymen long out of touch with educational matters to abandon prejudices and modify outdated personal convictions as to what constitutes a good school. While final committee and subcommittee reports should be prepared by laymen alone, the staff and board members have a tremendous contribution to make, based on years of living with nearly every problem that arises. But where staff and board members may have trouble seeing the forest for the trees, citizens can bring a fresh approach unhampered by too many precedents and traditions of the past.

Antidote to Criticism

Recent happenings around the country show that a truly representative citizens committee can also render valuable service in combating destructive or unjustified criticism of the schools. The most vocal school critics are usually found to be those who have not investigated or participated personally in years. The larger the group that can speak from personal experience and knowledge of the facts, the smaller the chance for any minority to undermine respect for school authorities.

In the face of today's rising taxes and inflated living costs, a community can overcome public apathy and effect basic improvements in its school situation only by utilizing fully the time and talents of every citizen who is or can be interested in the problem. Local citizen committees enable all those who are not content with simply paying the bills for education to get out on the firing line and help shape future personnel, program and plant policies. With a genuinely constructive approach, such committees can be of invaluable assistance to hard-pressed staff and school board authorities. Spreading the work load and the responsibility even a little bit should provide welcome relief in days when we feel the pressure of time almost as much as that of taxes. And surely any broadening of the base of citizen participation in education is a real step forward in the best democratic tradition.



Why Citizen Committees?

EDWARD M. TUTTLE
Executive Secretary
National School Boards Association
Chicago, Illinois

WE HOLD these truths to be self evident: American representative democracy depends for its survival and development upon a system of free education for all the people. Tax-supported public elementary and secondary schools and state and municipal colleges and universities comprise this system of universal education. Every citizen and taxpayer has a stake in the public schools, an equal right to their use, and a responsibility for their quality.

State Support

Public education in America is a function of the several states, established by constitutional, legislative, and judicial authority. The states have in very large measure delegated to local communities the control and management of the local public schools, within the framework of state law. This local control is exercised by boards of education, variously selected and constituted, but always responsible both to their community constituents and to the state. A local board of education operates the schools of its community by the employment of a qualified staff of administrators, teachers, custodians, and other professional and non-professional personnel.

Schools of, by and for the People

The public schools are supported by, belong to, and are designed to serve all the people, without discrimination as to race, creed, color, or national origin. The scope and character of the education provided must satisfy the needs and desires of the citizens of their respective communities. In order to arrive at sound judgments and to express their wishes intelligently, *all the people should have all the facts about their schools all the time.*

$64 Question

The $64 question is: How many citizens generally come to understand more fully the vital importance of public education to the nation's welfare, and what the facts are concerning the status and functioning of the public schools in their respective communities?

The most effective answer yet discovered is to create in the community one or more committees of citizens pledged to a serious study of school matters for the purpose of assisting the board of education in its efforts to provide the best possible school system. These committees may be designed for general or for specific study. They may be of short-term or long-term duration.

Three Principles

Three fundamental principles should guide citizens committes.

Citizens committees should *be representative of the entire community*, not of some segment, faction, or area of it. Such committees are best composed of representatives of all community organizations having an interest in education and of leading citizens from various walks of life.

Citizens committees should *base their discussions and recommendations upon established facts*, not upon guesswork or hearsay or unsupported opinion. Their initial task is that of fact-finding. The guiding motto is to *find* the facts, to *filter* the facts, to *face* the facts, and to *follow* the facts. If these four steps are conscientiously followed, there is little danger of going a wrong direction.

Citizens committees should *work with and through the duly constituted school authorities* to the greatest possible extent. Every effort should be made from the beginning to establish and maintain harmonious working relationships between the citizens committee, the board of education, and the professional staff. Ideally, the committee is created on the initiative or with the approval of the board. In any case, the board should be fully advised as to the committee's purposes, plans and progress. Nothing on either side should be secret, furtive, or withheld from public view. Schools are the public's business.

A Sign of Strength

Some boards of education are still afraid that to suggest or approve the formation of citizens committees to study the schools is an admission of weakness or "buck-passing" on their part. The reverse is true. It takes more strength and ability to work consistently with the public than to work apart from it, and the rewards are infinitely greater.

Once the citizens of a community become alert and informed as to the possibilities for service to young and old inherent in good public schools, they invariably demand and support improvements far beyond those which the board of education on its own initiative could hope to attain.

The American people will greatly improve their public schools if they are given the opportunity. The opportunity at every level—local, state, national—can be supplied by organizing citizens committees for improving public schools.

Local Citizens Committees: CASE STUDIES

MANCHESTER, VERMONT

CITIZENS COMMITTEE FOR THE CENTRAL SCHOOL

When organized: March, 1949.

Membership: Stimulus for the formation of the committee came from the PTA Council which arranged the first public meeting in February to explain the necessity of building a new central school. Another impetus came from a newspaper column written by a PTA member, giving her opinion, based on first-hand knowledge, of the existing school situation. Twenty men, calling themselves the Citizens Committee for the Central School, met and worked to bring about a successful bond election in late April.

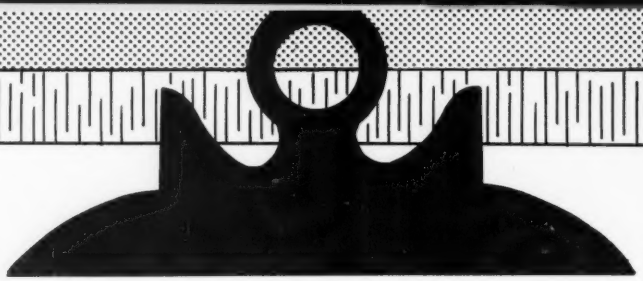
Objectives: The Committee was organized solely to carry the bond election for the erection of a new central school. Recognizing that the schools were faced with overcrowded conditions, inadequate facilities, antiquated construction, and a shortage of teachers, the citizens of Manchester voted, in town meeting in 1942, purchase of land for a new school. A yearly fund for the school was included in the tax rate, but no definite action was taken until 1949, partially due to opposition and lack of sufficient funds.

Projects attempted: Following the lead of the PTA Council, the citizens committee worked for five weeks to bring about a successful bond election at town meeting. This move entailed selling the citizens on a tax rate increase of about 68 cents over the previous 38 cents.

Procedures: Each member of the citizens committee contributed to a fund to pay for advertisements. They wrote and rewrote ads based on accurate facts and figures, enlisted cooperation of the press to run ads, list members of the committee, sample ballots and directions for their use. Reprints of the ad were mailed to voters the day before the meeting. The PTAs continued to work hard, offering transportation and baby-sitters to voters, urging citizens to go to the polls.

Results: The bond issue was approved by a margin of almost 2 to 1 in the largest vote in town history. Complications arose during the summer when building costs required an additional sum of money. Although the citizens committee had been disbanded, a Central School Fund Raising Committee sponsored the project of raising sufficient funds through donations, to build the school.

What next? By January, 1950, the story was almost complete. Whatever problems confront the community, the people will take an active part in their solution because they "have discovered the strength, the reward, of working together. True, a relatively few may have taken the lead by calling meetings and forming plans for action. Still, without the assistance of many, the efforts of the few would surely have failed. The people joined hands—their unity became an undeniable factor."



PALO ALTO, CALIFORNIA

EDUCATION COUNCIL

When organized: January 7, 1948, with an executive committee and subcommittees as needed whenever any community group wants to investigate or promote any phase of public education.

Membership: Initially organized with the help of 49 civic organizations, the Education Council now includes a general membership of approximately 300, an executive committee of 12, and between 50 and 75 citizens actively engaged in committee work, representing a broad cross-section of the community.

Objectives or functions: Believing that ignorance on the part of the public with relation to "modern educational progress" was the greatest handicap to school improvement, the Education Council's goals are: to foster a cooperative effort on the part of the people of the community to think about the goals of education and the ways in which these goals may be realized; to give people a chance to be informed on the extent of agreement or disagreement on what is wanted of the schools; and to furnish a practical plan of coordination and direction for citizens and organizations who want to work for more effective community support of the schools.

Projects attempted: Stimulation and maintenance of higher levels of community interest in what is going on in the schools. Adequate provision for rapidly increasing enrollment. Survey of needs for more adequate supervisory services in the schools, guidance and counseling services. Curriculum reorganization to meet individual needs, and maintain good teacher-community relations. Studies conducted by subcommittees on finance, teacher-community relations, and shop courses.

Procedures: Monthly community meetings were held to discuss educational problems. Conferences, public forums and teacher-parent meetings were held by the Teacher-Community Relations Committee. Organization of subcommittees to study specific issues. Participation in a bond issue campaign. Questionnaire sent to 100 parents, chosen at random, to answer the question: "What do you want the schools of Palo Alto to do for your children?" Attendance at school board meetings.

Results: Sponsored four meetings interpreting the program of modern education to parents. The Council was instrumental in working out a program of welcoming new teachers to the community, through large pot-luck dinners. Helped to conduct successful campaign for increasing financial support for schools. Successful weekly radio programs conducted throughout the school year. Surveys made by finance, teacher-community relations, and shop-course committees. Intangible results include public interest in the needs of the schools, and ways in which improvement can be brought about, and more understanding of the value of "talk" as a basis for community cooperation.

What next? The Education Council's goal for the future is the continuation of the curriculum development program. Superintendent of Schools Dr. Henry M. Gunn reports that in working in close cooperation with the community "we can keep our citizens groups informed about what the public schools are attempting to do, and they in return can inform us whether we are interpreting their goals clearly; and we can use their counsel and advice in developing a school program which will meet community needs."

EUGENE, OREGON

THE LAY ADVISORY COMMITTEE ON THE CURRICULUM OF THE PUBLIC SCHOOLS

When organized: May, 1950.

Membership: The school board appointed the committee following criticisms of the school program brought to the attention of the board through petitions requesting that changes be made in the curriculum and methods to provide greater emphasis on the fundamentals. The board selected eleven citizens who had children in the schools and who were believed to be representative of various points of view concerning the school program. These parents had children at the different grade levels and lived in different community areas of the district. Two of the committee were members of the group responsible for the original petition to the board.

Objectives: To evaluate criticisms of curriculum and methods of the schools. To determine the effectiveness of the curriculum and methods. To recommend any necessary changes to the board.

Projects attempted: Evaluation of the following areas: art education, counseling and guidance, discipline, foreign languages, health and physical education, home economics education, mathematics, music, reading, science, social living, history and geography, language arts, grammar, spelling, literature, vocational program, public relations, adult education, health department, kindergarten, promotion and failure, high school graduation, school law governing compulsory school attendance, selection and training policies, special education and testing, superior and dull students and ability grouping, teacher tenure law, and teacher training program.

Procedures: Consultation with members of the school staff. Attendance at conferences, conventions and meetings where the school program is being discussed. Hearing leaders in the field of education. Hearing representatives of the critical group. Examination of courses of study to determine content and adequacy. Examination of textbooks to determine content and adequacy. Visits to classrooms to observe and evaluate methods. Subcommittee study in the special fields of mathematics, reading and language skills.

Results: Submitted a final report to the board with recommendations on all areas that were to be considered. The report was accepted by the Board of Directors and the chairman of the board wrote: "It is the intention of the school board to instruct the administrative staff to begin work with the opening of school next fall on those recommendations which will not require the expenditure of additional funds. For those which do, action will be taken as rapidly as the voters of the district will approve the additional expenditures required." (The recommendations were published in booklet form by the Board of Directors, School District No. 4, 275 Seventh Avenue East, Eugene, Oregon, June 25, 1951.)

What next? The lay advisory committee was disbanded by the board at the group's request. However, one recommendation was for a continuing public relations committee.

BUNCOMBE COUNTY, NORTH CAROLINA

CITIZENS ADVISORY COMMITTEE ON SCHOOLS

When organized: 1949.

Membership: When it came to light that Buncombe County had built only one schoolhouse in 22 years and two of Asheville's school buildings were condemned, the county commissioners appointed a citizens committee of eighteen. The original committee was composed of representatives committee of labor and capital, whites and Negroes, rural and urban communities. Countless volunteer workers for the campaign were recruited from civic organizations, PTAs, and fraternal groups.

Objectives: To investigate the school building needs of Buncombe County and to make recommendations to the county commissioners.

Projects attempted: Following a recommendation that all school districts be consolidated and the debt assumed by the county and that the commissioners call for an election for five and a half million dollar bond issue for building schools, the committee set out to assure the passage of the measures at an election.

Procedures: A State School Survey Panel was called in and published a report which recommended the reorganization and bond issue. The citizens advisory committee held mass meetings in practically every town of the county to acquaint the public with the need for reorganization and greater funds. Newspapers offered support in the form of editorials, feature articles and pictures. In summing up the campaign in an editorial, the Asheville Citizen stated: ". . . Many organizations, civic, professional and industrial, gave the same devotion to this cause. The so-called 'heavy industries,' who are also heavy taxpayers, spared no effort to support school forces in the interest of the general welfare. Organizations such as the Parent-Teacher groups and the energetic League of Women Voters rang doorbells and buttonholed voters. County Superintendent T. C. Roberson and City Superintendent J. W. Byers helped to develop the essential school information and stood at all times courageously for their convictions. The Central Labor Union rallied its members and gave generously of its resources." The PTA staged a parade on election day with white and Negro children, floats, banners, etc. A front page editorial in the morning paper on election day helped insure a large turnout at the polls.

Results: By a decisive vote, Buncombe County voters approved the consolidation of the debt and the five and a half million dollar bond issue.

What next? The citizens committee of eighteen was dissolved when its mission was accomplished, but immediately reorganized into a permanent Citizens Commitee for Better Schools. This new group is now investigating other phases of the school program, with emphasis placed on curriculum and school health.

BRIDGEPORT, CONNECTICUT

THE CITIZENS COMMITTEE FOR THE STUDY OF PUBLIC SCHOOLS

When organized: Spring, 1949.

Membership: Representatives of local civic, fraternal and educational organizations, approximately 50 in all.

Objectives: As stated in their bylaws, "The purpose of this organization shall be to provide a broadly based citizens committee to study the public primary and secondary education in Bridgeport, in order to help the board of education and the teachers to give the best possible mental, physical and social training to the children of the city."

Projects attempted: A survey of the physical plant of the school system.

Procedures: Prepared a preliminary check list for the study of the physical conditions of the schools and submitted the check list to the superintendent of schools for his comments and suggestions. On the superintendent's suggestion, submitted the plan to the board of education, which approved the project. Asked for and received advice on the check list from the State Department of Education. Spent four weeks revising the check list to incorporate the various suggestions, and to eliminate technical questions which a lay group could not answer. Tested the check list in two schools and then ironed out the "bugs." In about three weeks, the committee surveyed 36 schools in the city. Four captains checked the returns. The president submitted the findings to the board of education, which recommended a maintenance budget substantially larger than that granted the previous year. To "sell" the community and the Board of Appointment and Taxation on the need for the increased budget, the committee wrote letters to 100 key organizations in the city and formed a flying squadron for telephone calls. News items, pictures, feature articles, letters and editorials appeared regularly and kept the problem before the eyes of the newspaper readers. Radio announcements and interviews assisted.

Results: A reawakened interest in the schools on the part of the community. An increased maintenance budget, although not as high as recommended. A firm organization for a continuing citizens committee.

What next? Continued efforts for a larger maintenance budget for school repair. A proposed study of the program for children who are hard of hearing. Plan to work on the problems of curriculum, particularly aiming at a revision of the high school curriculum. On this, the citizens committee will serve as advisers to a committee of high school administrators. A thorough study into the subject of health.

MINNEAPOLIS, MINNESOTA

CITIZENS COMMITTEE ON PUBLIC EDUCATION

When organized: December, 1939.

Membership: Representatives of civic organizations and members-at-large. The original committee had, for a nucleus, representatives of the Minneapolis Branch, American Association of University Women, the Minneapolis League of Women Voters, and the Parent-Teacher Associations, Inc. The Committee's membership today totals approximately 175. This represents 75 members-at-large of whom 50 were new in 1950, and 100 representatives of 86 groups of whom 43 were new in 1950.

Objectives: The Citizens Committee on Public Education is not an action committee but is a non-partisan, fact-finding group primarily interested in the dissemination of factual information about local school problems and in the promotion of sound public education in Minneapolis. However, while the Citizens Committee is not an action committee, it urges its member groups and members-at-large to take individual action on the recommendations and resolutions which it presents to the general membership. When definite action is required, it steps out and makes way for an action committee.

Projects attempted: The Committee began a study of the school budget, as the basis for plans to change the school millage limitation established in the 1920's which was keeping the schools from levying enough money to finance an adequate program of public education. It worked with the schools to show the citizens what was being done to teach citizenship in the public schools. It spearheaded a successful move to secure legislation making it possible for outlying school districts to pay tuition for their high school students to the Minneapolis public schools. After a survey of the schools by the Public Administration Survey of the University of Chicago, the Committee acquainted the public with the findings. Recommended increased state aid as well as temporary financial "stop-gap" measures. The present project is to find a permanent long-range solution to the school finance issue.

Procedures: Meets regularly once a month to acquaint its members with the newest developments in Minneapolis public schools. Members of organizations take this information back to their parent groups and, if the membership approves, the organizations take action on recommendations of the Citizens Committee. The legislative subcommittee plans and prepares a school program for consideration of the legislature in cooperation with the State Department of Education, the local school administration and board of education. The Committee works to educate the community with respect to school needs through various publicity media such as the press, radio, speakers' bureau, and a monthly publication.

Results: The Committee has been instrumental in securing legislation on the state level for Minneapolis schools. It has been a force in arousing interest in the schools and in interpreting the school program to the public.

What next? More of the same, with increased emphasis on finding a long-range solution to the financial needs of the schools and to the problem of teacher recruitment, with emphasis on the elementary grades.

FAIRFIELD, CONNECTICUT

CITIZENS SCHOOL STUDY COUNCIL

When organized: Early in 1950.

Membership: An original Steering Committee of 12 was selected on the basis of individual abilities, not representing any particular group. Total Council membership of 50 is divided into four principal study groups: curriculum, teachers, buildings and administration. Within these study groups are smaller subcommittees. The Council is completely independent of the school board and officials, but friendly and cooperative.

Objectives: The Council had great difficulty arousing people's interest in its work since Fairfield presented no alarming school situation, but on the other hand it was easier to be objective about the school system. The Council has three basic goals: 1. to determine the present condition of the schools of Fairfield; 2. to determine what steps, if any, must be taken to give the schoolchildren of Fairfield the best possible education; 3. to inform the citizens about the needs of the schools and develop a program which will result in the adoption of the recommendations of the Council.

Projects attempted: The Curriculum Committee studies what the schools teach, how they teach it, and is analyzing school guidance facilities and health and recreation programs. The Teachers Committee's work includes analysis of school policies on selection of teachers, teachers' salaries and salary scales, teachers-community relationships, and teacher evaluations. Examination of the schools' physical plant, repair, maintenance, lighting in the present schools constitute the work of the Building Committee. The Administration Committee is studying the problems of the school system in terms of business efficiency, supervision of professional and non-professional personnel, transportation, office methods, insurance, the superintendent's office and the board of education itself.

Procedures: Primarily, investigation through small study groups. The Steering Committee meets every three or four weeks, with committee or subcommittee meetings at least once a week. As reports are completed, recommendations are made to the board. A questionnaire was sent to parents by the Curriculum Committee to gather opinions on what the people themselves wanted from their educational system. The subcommittee on professional personnel conducted interviews with teachers and administrators before compiling its report.

Results: By the end of the first year, some of the subcommittees had progressed to the point of handing in reports and making recommendations to the board. Reports came in from the groups studying lighting, maintenance, new school construction, professional personnel, guidance, transportation, business methods, and insurance, besides an evaluation of the curriculum questionnaire.

What next? When committee reports are in, the Council's intention is to do everything in its power to bring about adoption of the recommendations. A Financial Committee will explore the town's resources, making a report to both the board of education and the board of finance. Other committees will continue to work in support of the goals established by the Council.

CHICAGO, ILLINOIS

CITIZENS SCHOOLS COMMITTEE

When Organized: 1933.

Membership: It has governing officers, a Board of Directors, and a Board of Advisors (including some professional educators); maintains a small office and a staff; invites all citizens to membership at annual fees of $2 (active) or $5 or more (contributing). Such individual memberships now number around 1,500.

Objectives: "To improve educational opportunities of Chicago children and to protect the public schools from partisan politics."

Projects attempted: The early history of the Citizens Schools Committee parallels the history of Chicago for that period. In 1933, Chicago schools faced financial chaos. The teachers were being paid in warrants, redeemable—at a discount—at banks or stores. The depression was everywhere. The school budget was being cut to the bone. Junior colleges and junior high schools were eliminated from the system. Home economics and manual training courses were cut from the elementary school program. Size of classes was increased. The Save Our Schools committee, started to oppose the board of education program, became the permanent Citizens Schools Committee. One of its first actions was to get 375,000 signatures for a petition asking the board to revise its thirty-odd cuts in public education. Public opinion on the school issue began to crystallize into after the council hearing on charges made in Chicago. The final break came the most powerful single political issue in Chicago. The Teachers Union and other groups by the Citizens Schools Committee, reprinted for distribution in Chicago National Education Association and reprinted for distribution threatened After publication of this report, the North Central Association to take all Chicago high schools off its approved list because of the political control of the schools. At this, most of the old board membership resigned. In January, 1946, the superintendent of schools was removed from NEA rolls. After that, the mayor ordered an investigation and the committee published a report which brought about the superintendent's resignation. A year later, Mayor Kennelly was nominated and elected on a clean-schools platform, and the process of cleaning up the schools began. Throughout, the Citizens Schools Committee was a powerful agitating force, which, with the support of two newspapers, kept the schools fight before the citizens of Chicago. The Committee takes a good deal of the credit for the installation of Superintendent Herold Hunt and his reform program.

Procedures: The Committee publishes a monthly bulletin, holds conferences with other civic organizations, undertakes specific reforms (especially in local politics where schools are concerned), and serves as a clearing house for constructive citizen interest in education. It studies proposed legislation for schools and offers its recommendations to the legislators and the governor. It holds an annual city-wide meeting, at which the superintendent reports to the people.

Results: (See "projects attempted.") A reawakened interest in public school education. A reform school administration, which can be attributed at least partly to the Committee. The Committee received the Lane Bryant annual award in 1948 for "distinguished volunteer efforts which have advanced the welfare of the American family and the community."

What next? More of the same. Specifically, the Committee will continue to nominate members for the board of education, publish the voting records of legislators, publicize the needs of the schools, review proposed legislation for schools, and keep the public informed.

PASSAIC, NEW JERSEY

COUNCIL FOR THE ADVANCEMENT OF PUBLIC EDUCATION

When organized: Organized and incorporated under the laws of New Jersey on November 26, 1945.

Membership: Beginning with 38 charter members, drawn from organizations and influential local citizenry, the Council grew to 550 in the next four years, and operated on a city-wide basis with representation from the different school areas. Subordinate branches help coordinate the Council's operation.

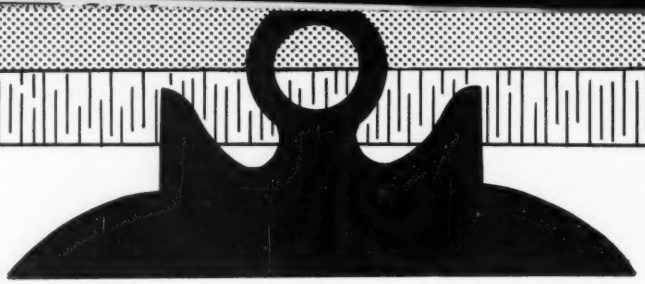
Objectives: The Passaic Council, formed "to advance public education in all its branches and to foster and promote an understanding of the benefits of public education in the development of a sound, healthy and intelligent community," has worked to overcome the major problems facing Passaic schools, including obsolete and inadequate school buildings, overcrowded school areas, lack of sympathetic community understanding of educational requirements, and finance. Through discussion, work with the school board, participation in panel discussions with other community and state-wide organizations, presentation of the Passaic school picture to other groups and to the board of education along with recommendations, many tangible changes have been brought about.

Projects attempted: An experimental hot lunch program was established in one school unit for six months, but was stopped because the superintendent of schools felt it was the responsibility of the board of education. A Council bulletin is sent out each month containing news, reports of Council meetings, and announcements of future programs. Among the tangible projects of the Council have been studies of many phases of the educational system, working to develop public awareness of school needs, and cooperation with other groups for school improvement.

Procedures: Discussion programs and city-wide receptions for the school personnel have provided opportunities for bringing the work of the schools closer to the community.

Results: The Council's activities have resulted in the successful adoption of its 1945 School Plant Survey, improved facilities in No. 10 school, support of a new high school site, the appointment of school committees to study specific school problems, to name a few. Among the intangible results, the Council can point to greater community awareness of school needs and improved facilities to meet them. Although the Council feels that one of the greatest handicaps to the improvement of public education is public apathy, their experience convinces them that it is more a lack of time than a lack of interest.

What next? A city-wide committee to study all civic problems in Passaic has been set up, which is working with the Passaic Council and the Emergency Education Committee. This is in keeping with the Council's hope to broaden its base and promote more active citizen participation, and to cooperate and work with all groups interested in public education and related activities. Programs will be planned to deal with school problems on local, state and national levels; and by encouraging parents and citizens to visit the schools, the Council hopes to increase public understanding of the problems facing the Passaic schools.



ALBANY, NEW YORK

KNOW YOUR SCHOOLS COMMITTEE

When organized: April, 1948.

Membership: Representatives of six local women's organizations: American Association of University Women, Council of Jewish Women, City Club, Junior League of Albany, League of Women Voters, and Young Women's Christian Association. None of the organizations is professionally interested in education; all representatives were part-time volunteers. The committee is guided by expert educators of national and state organizations, officials of school systems in many cities, and has received valuable information and cooperation from administrators of the Albany school system.

Objectives: Original purpose of the Committee was "to study the Albany schools, that the people of Albany might work more effectively with their school officials to weather the present crisis and work toward an even better standard of education." The study was confined to an analysis of the elementary school, and particularly the areas directly affecting the pupil. Recommendations were submitted to the board of education.

Projects attempted: Examinations of various areas of the school system in Albany were conducted, including the school plant and physical facilities; pupils' welfare in relation to increased enrollment; health programs; needs of the exceptional child; school personnel (teacher training, salaries, selection of teachers); supervising personnel; school finance.

Procedures: With the cooperation of personnel of the National Education Association, New York State Education Department, New York State Department of Health, administrators of the Albany school system, the Committee studied their schools. Twenty out of the twenty-four school plants were examined in detail by visits of teams of two who used a special form for evaluating those points that were important. Records, charts and census figures were read, state education laws were studied.

Results: When the report was completed, recommendations were made to the Board of Education and the Committee moved on to take action, with the original study members forming the core of the new group. Subcommittees were organized: a Cleanliness Committee, Resource Committee, Public Relations Committee and Core Committee. Publicity methods were planned with a Speakers' Bureau to arrange for speakers.

What next? Realizing that the Know Your Schools Committee, in shifting from a study to an action group, was becoming organizationally unwieldy since representatives of the respective organizations had to take back proposals to their executive boards before action was possible, a citizens' group made up of individuals was created. Membership of the Know Your Schools Committee will gradually be absorbed into the new group, which functions as a continuing action committee.



Citizens Committees in Action

IN communities throughout the country, citizens are realizing that their schools are important and that national developments affect local school problems. The national birth rate rise, which is a summary of local birth rate increases in almost every community of the country, has created a real problem for nearly all school districts. School facilities are plainly inadequate for the increased number of children. The national conctpt that everyone should have equal opportunity to learn is contributing mightily to the student load in our schools. The local school budget reflects the national inflation spiral. The national emergency, involving an ideological war, is finding expression in the articulated worries of parents who wonder if school programs are attuned to the needs of children in a democracy.

Each community necessarily faces different problems and unique school conditions, but a common factor is increasingly evident: citizens are aware of their schools and of their responsibility to make them better. The need for public school improvement has not only been recognized by the administrators and educators but by lay citizens. This combination of citizen interest in the schools and cooperation on the part of professionals has created in many communities the desire to pool available knowledge and work together for a common goal—better schools.

There is a certain observable pattern in the methods and order of procedure for citizens committee activity. Once a formal organization has been established, no matter what the basis, the group will usually find it necessary to study the schools and decide on the major areas of discussion, agreement or disagreement. On the basis of a survey, specific problems are discovered and methods of solution evolved. In many cases, the first area of study will be the school plant and facilities. If improvements or construction are necessary, how to get them will be the next concern. Planning a publicity campaign, promoting a bond issue, working to increase the tax rate for education, choosing the building site are some of the concerns of citizens committees. Once these tangible jobs have been done, citizens move on to the less easily answerable problems. Such areas as school-community relations, goals of education and curriculum are analyzed and recommendations made for their improvement. In many areas, the pattern is further complicated by the necessity for district reorganization.

Because education takes place in every phase of life, individual problems are interrelated and not always capable of definition or solution. All of them, even the seemingly simple issue of deciding on a building site, touch in one way or another on the human relationships in the community. The work of a citizens group, therefore, is never complete and in many cases has no cut-and-dried beginning or ending. No matter how a citizens group begins to examine the schools, it will usually find itself studying the entire school system, defining and redefining needs and assets and acting as a continual catalyst for school improvement.

Studying School Plants

Citizens committees have discovered it is far better to begin activities without an ax to grind. Therefore, although they realize by looking at the overcrowded school bus, by sending their children off to the second half of a double-session, by visiting the classrooms, that the existing school facilities are not meeting the needs of the community, they begin by saying: "Let's look at the facts."

In Bridgeport, Connecticut, a citizens committee, made up of organization representatives, was formed to study primary and secondary education. The group defined the areas of study first and drew up a check list of questions on eight topics dealing with the physical environment of the schools because the committee



felt this field was one in which lay opinion would be respected. After obtaining approval from the board of education, and checking the list with the state department of education, an architect and some lighting experts, the final list was tested in two schools before it was ready for use. In groups of two, workers visited every school in Bridgeport. After results were tabulated by a volunteer statistician, the report was submitted to the board of education. On the basis of the report, the board recommended a maintenance budget substantially larger than that granted for the previous year. Good publicity helped to bring the report to the citizens and, although the final budget (as conceded by the board of apportionment) was inadequate to bring about immediate improvements, the committee's work had helped to increase it somewhat and provided an incentive to continue pushing ahead.

In Delaware, the state division of the American Association of University Women adopted a study program to furnish a record of the physical facts on all the public schools in Delaware. Outlines were prepared and filled in by actual observation of school plants. Workers were requested to make appointments with school principals prior to school visits and to give no publicity to the project until results could be tabulated.

Under the auspices of the League of Women Voters, 100 members of the Plainfield, New Jersey, School Plant Analysis Committee in ten survey teams made an exhaustive study of the Plainfield public school buildings, pointing up the good features as well as the shortcomings of the school system's physical plant. For source material the committee used a pamphlet entitled *Guide for Evaluating School Buildings* prepared by the superintendent of schools. The members of the committee's teams realized they were not qualified to evaluate the schools, and so chose to make comments in each category as they volunteered thousands of hours to visit the schools. Groups were requested to take with them a flashlight, compass, steel rule and footcandle meter, and to preserve accuracy in recording dates and classroom numbers. The results of the analysis were tabulated and published in a 59-page pamphlet entitled *Know Your Schools* which was submitted to the board of education and then distributed throughout the area.

The enthusiasm of one man, the superintendent of schools in Cotton Plant, Arkansas, was enough to start the whole community working for school improvement. Distressed with the conditions he found in the school plant, the superintendent, with the cooperation and good wishes of a new board of education, launched a year-long public relations program to tell the people about their schools. Utilizing the press and working through local clubs, churches and in conversations on the street, the small group of schoolmen talked, wrote and preached educational and recreational needs of the children and adults in the community. A veterans' educational program was set up to increase community consciousness of civic, educational and economic responsibility. A community clinic was held from which the idea was conceived of a community development council. Composed of three outstanding members from each club and organization in the community, the council provided another integrating force of lay participation in school improvement. Although a formal survey was not conducted, the entire community was given a chance to understand the school plant needs and bring about improvement. One tangible result is



that the committee raised $10,000 in 60 days in direct donations for school building.

At the annual town meeting in 1949 the Rockingham, Vermont, Educational Planning Committee was created to investigate the need for a central elementary or high school building and to report its findings to a special town school district meeting. In planning a complete survey of the Rockingham educational program, subcommittees were asked to study specific areas of finance, buildings, curriculum and facilities in both the elementary and high school levels. The committee met with the superintendent of schools in Springfield, examined a new elementary school, attended a forum on elementary curriculum and building, and arranged for a professional survey of school building conditions.

In 1948, educators at the University of Utah, Salt Lake City, recognized the need to inform all school workers regarding school plant planning in the light of the phenomenal need for new school buildings. An advisory committee was set up to help the university plan the School Administrators Conference, which was largely devoted to plant planning. Following this conference the advisory committee assisted in the planning of a School Plant Work Conference which was attended by superintendents, principals, supervisors, teachers, building and grounds personnel, and others who were faced with actual problems of school plant planning.

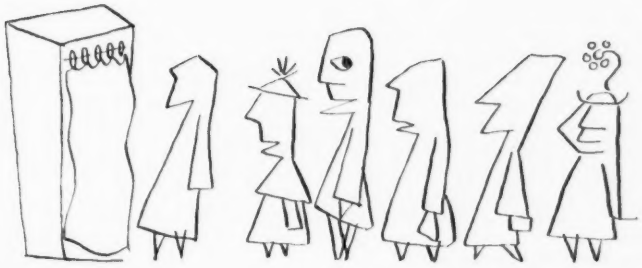


From the two conferences, a bulletin was prepared in 1949 summarizing the recommendations and work of the participants in developing a sound long-range school building program based on the educational needs of the community. The consensus was that the school plant is of vital importance as a tool of education, and that by means of continued study and conferences, citizens should apprise themselves of school conditions and learn how they can take an active part in the planning of building programs.

Campaigns for Financing Schools

Once building needs are ascertained, the big question becomes, "How do we get the money to pay for improvements and additions?" In finding the answer to that question, laymen working on citizens committees find they have to go back to school themselves, in a sense. The average layman, until the school improvement bug bites him, does not have much of an idea where school funds come from or where they go. If he's going to make sense—and he has to to sell a building program to the voters—he has to know a great deal about school finance.

When the group has a good, general knowledge of the dollars and cents involved, their methods of putting



across a bond issue campaign or a millage level increase differ.

In Hasbrouck Heights, New Jersey, the board of education worked out a plan for financing a new high school, but the information had to get to the voters and there were only five weeks to do it. It was the Christmas season, but 80 citizens turned out in response to an invitation to attend a public meeting. Soon a group of 300 citizens was working on the project. The committee got the facts about the need for a new high school to every voter in the community. When opposition popped up, the committee met it with a pamphlet of facts, distributed to every house. The voters turned out in record numbers to approve an $835,000 building program, 1,007 to 990. Aside from getting a new high school, the committee demonstrated the advantages that can be gained by working cooperatively for the benefit of the whole community.

On September 12, 1950, citizens of Minneapolis, Minnesota, gave a 70 percent "Yes" vote to maintain a 7.5 mill school tax increase over charter limitation for a two-year period. The victory was the result of an aggressive, imaginative campaign, characterized by: (1) comprehensive, door-to-door coverage, with a tightly-knit, ward-precinct-block setup, with well-informed workers pledged, not only to distribute literature, but to ring door bells and talk with voters; (2) sparkling promotional and publicity ideas which stimulated the workers.

Typical of the unique promotional projects was the "lights on" idea. Half a million sample ballots were distributed before the election, urging citizens to turn on their porch lights as evidence of their support. Election eve, city hall chimes, church bells and fire sirens rang out across the city, while carloads of block workers and children toured the streets reminding voters it was time to turn on the lights. The PTA threw its full weight behind the campaign, and was the backbone of the door-to-door program. Press and radio cooperated to the utmost. Preceding the election, the citizens committee conducted a series of programs throughout the city to popularize education and to interest voters in school needs. A Minneapolis newspaper editorial summed up the significance of the victory: "It shows the city united on a school financial issue as it has not been united in nearly 30 years."

The population gain for the city of Compton, California, during the past ten years is estimated at 196 percent, the greatest percentage gain in the state. To cope with the accompanying school population increase, the greatest number of voters in secondary school election history went to the polls on October 20, 1950, to approve a $7 million bond issue, which meant that the school district would have two new senior high schools, two new junior high schools, a new college and the rehabilitation of all existing plants. By approving this amount, the school district became eligible for state aid and on February 16, 1951, the voters went to the polls again to approve the acceptance of $4,225,000 in state aid money. Here's the "how" of the bond campaign:

1. Postcards were mailed to all parents to remind them of the day and hours of the election. The students wrote the opening paragraph on the postcards and the teachers mailed them.

2. The PTA and the citizens committee began telephoning registered voters the morning of the election. Those who stated they had no way to get to the polls were furnished transportation.

3. A public address system, mounted on a small truck, toured the city from early morning until the polls closed, with the announcer urging everyone to vote.

4. Pamphlets were dropped from an airplane to remind the voters how

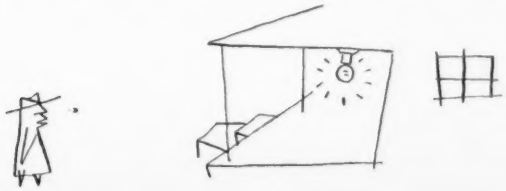


important it was to vote in the school bond election.

5. A local radio station donated a quarter-hour to tell about the election.

6. One of the most effective ideas was the publication of three comic book type pamphlets to explain the basic issues involved in the election. These were mailed to 15,000 voters.

With a strong citizens committee working over a period of six months to get the facts to the people, Berlin, Connecticut, voters went to the polls and approved a $1.3 million long-term building program. The committee, working with school authorities, selectmen and a joint public relations committee, researched and published a factual pamphlet which was distributed by boy scouts and girl scouts to every voter in the city. Speakers went to every organization in the city and told members the facts about school needs. Open meetings were held, with movies shown and questions from the floor invited. A local radio station conducted panel discussions on the school question. Telephone crews phoned every voter on election day. Telephone numbers of people who could provide transportation to the polls were published in the newspaper. The vote was 942 for, 718 against. At a town meeting the following month, called to



vote on the opposition's rescinding proposal, the vote for the school was 515-263.

In Milwaukee, Wisconsin, on April 3, 1951, by a vote of almost three to one, the people approved the issuance of $9,850,000 in bonds to help meet building needs for the next five years. The problems of school housing were discussed in a 35-page basic facts pamphlet, of which more than 1,700 copies were distributed to the voters. PTAs were alerted, a steering and editorial committee was organized among the members of the central office group, a speakers' bureau was organized, service clubs, labor groups, veterans' organizations were contacted, and speakers were assigned.

The local press, daily, weekly, labor and foreign language, supported the plan editorially. Schoolchildren carried four-page printed flyers to their homes. A number of organizations stuffed this material into their regular mailings. Community organizations gave meeting time to discussion of school issues and distributed informational material. On the eve of election, 70,000 one-page flyers were sent into the homes through the schoolchildren. Every school principal called a neighborhood meeting and presented the issues. Perhaps the most vivid part of the information program was a colored slide-sound series developed by members of the administrative staff with the aid of the audio-visual department. This half-hour presentation told how the birth rate had increased, the buildings had aged, the city boundaries had extended and why a bond issue was the only answer to meet the crisis. Fifteen sets of this series were shown to about 150,000 people in six weeks. Scheduling was done through the central office. In the closing week before the vote, business, industrial and civic leaders gave statements to the newspapers in support of the schools. Representative groups such as the Association of Commerce passed resolutions endorsing the bond request of the schools. The support of organized labor and of the veterans' groups was wholehearted, thorough and effective. The Milwaukee public schools emerged from the bond information program with the feeling that not only were they better equipped to give the children improved physical facilities for learning, but that they had augmented public understanding of their purposes, methods and needs, and, in so doing, had made many new friends. Since the successful conclusion of the bond issue campaign, the public has been kept informed of the progress of the building program through frequent press releases and a printed leaflet entitled, *Milwaukee Public Schools Plan for the Future.*

A citizens committee in Dearborn, Michigan, working with school authorities, put across a successful millage increase campaign. Some of the tools used: (1) a postcard to all voters urging them to vote; (2) a pamphlet, *Something's Got To Give*, which used charts and graphs to show the building needs; (3) a question and answer sheet on the schools sent to every home; (4) cards reading, "For Better Schools Vote Yes," distributed for cars, shop windows and front doors of homes; (5) a series of information sheets and pamphlets, telling of the need for more building, taken home by the children.

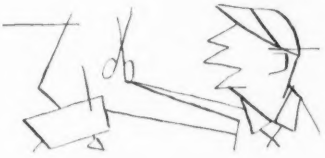
School-Community Relations

There are literally thousands of ideas and gimmicks that are successfully employed to open up the two-way street between the school and the community. But good school-community relations don't come about overnight. The feeling of rapport between the classroom and the living room is established over a long period characterized by mutual interest and trust.

For continued, long-range public relations campaigns, the devices used may not be so spectacular as those used for short-term, one-shot campaigns, such as a bond issue vote, but the results are just as satisfying.

Observation of school-community public relations methods indicates that the best one is a truly representative citizens committee, continually informed on school problems. The committee, in turn, if it reflects the interests of the town, will communicate school needs to the citizenry.

If citizens committee meetings are not just routine affairs, the local newspapers display a keen interest in



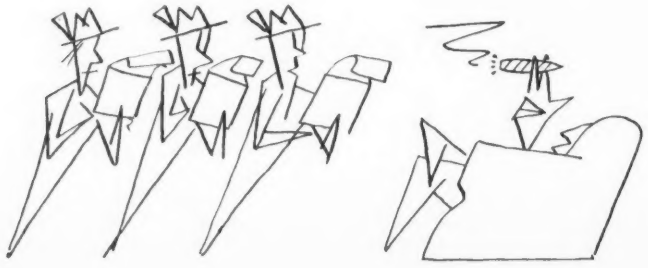
covering them. Similarly, when newspaper editors realize that the community is eager for news about the schools, they will institute series of articles on the schools.

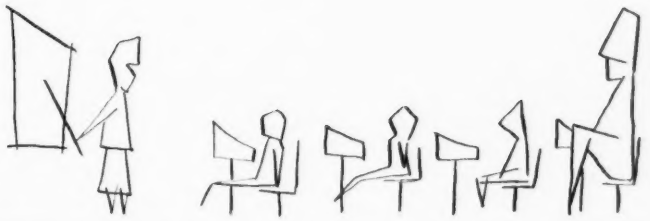
A constant flow of information about the schools is the result of school authorities, citizens committees and the press working for a close liaison between school and community.

In July, 1949, a change of principals of the Central School District of Mansville, New York, resulted in ill feeling in the town. The board of education invited representatives of the district to meet with the board and the new principal. Although the board made a point of inviting, by letter, representative citizens, including members of the opposition, it was made clear that anyone could come. A great many people showed up and offered the faculty some valuable suggestions which were followed. As the principal put it: "From there on, we worked with mutual trust on methods of improving our schools. All bitter feeling was gone in a short time."

In La Grange, Illinois, a coordinating council holds an annual planning conference with the school administrators prior to the opening of school.

Like many other cities and towns,





Allegan, Michigan, has parents come to the schools for parent-teacher interviews which take the place of report cards.

In Ferndale, Michigan, each parent chooses one schoolroom as his special concern for the year. The business of that schoolroom is that parent's business for nine months. If the parent wants to follow his child, he can switch rooms each year.

In Minneapolis, Minnesota, a new high school and a new elementary school had just been finished and were ready to open. The citizens committee, which has been notably successful for years in bringing school and community closer together, persuaded 5,000 citizens to go out and inspect the new buildings one Sunday afternoon in April.

The executive manager of the local chamber of commerce in Kennett, Missouri, writes: "Our community organized what we call the council of clubs, composed of two representatives from each of the civic clubs in town. We believe that the intense interest of civic organizations in better schools has also encouraged the board of education to do a better job."

A suggestion comes from a citizen in Lewistown, Montana, who says: "I can think of no way to command the attention of parents more than to make it possible for them to follow the school work of their children through television. It would be like parent-teachers' visiting day every day."

Another suggestion, this one from a California school administrator: "The public misunderstands the educational terminology and calls it double talk. Professional terms used among schoolpeople should be simplified and clarified in terms of public understanding so parents will more readily respond to explanations of teaching methods."

A PTA group in Encinitas, California, might have been following through on that suggestion when they had an evening program at which various types of pupil reporting were dramatized, bringing out the merits and weaknesses of each type. That same school district holds square dances regularly in the school auditorium with parents and students joining the faculty for the reels. More ideas from the same district: Parents are encouraged to call at the school office for informal conferences with the superintendent. Hardly a day passes when a few parents aren't welcomed at the administration office. A special visiting day is observed throughout the schools. One evening, parents were given transportation to the County School Service Center, where they were shown the functioning of the services offered by the schools to the county. Parents are encouraged to drop in at the school cafeteria for lunch.

When a report is sent to residents of South Euclid, Ohio, by the South Euclid-Lyndhurst schools, it is accompanied by a letter which not only is signed by all school board members, but also lists their addresses, residential and business phones and invites readers to call.

When an article by Frank W. Abrams, chairman of the board of the Standard Oil Company of New Jersey, was published, entitled *The Stake of Business in Education*, the superintendent of schools in Mesa, Arizona, sent a copy to all local businessmen.

The Arkansas Department of Education, wanting to show citizens what is available in modern school equipment, arranged a caravan of fifteen new school buses and trucks, loaded with everything from mops to blackboards. For two weeks, the caravan toured the state.

In Palo Alto, California, the citizens arrange a big pot-luck dinner for new teachers every fall. Nearly five hundred people turned out last year.

Grand Island, Nebraska, holds an annual pre-opening school workshop for teachers, at which the new members of the faculty become acquainted with the resources of the community and make plans for school improvements. Citizens also attend and are made aware of the chief problems of their public schools.

A member of a citizens committee in North Lima, Ohio, reports: "We have started a little paper, *Township Topics*—not a school publication but a community project. The fact that school matters have a prominent part in most issues points up the fact that in the rural community all roads lead to the schoolhouse."

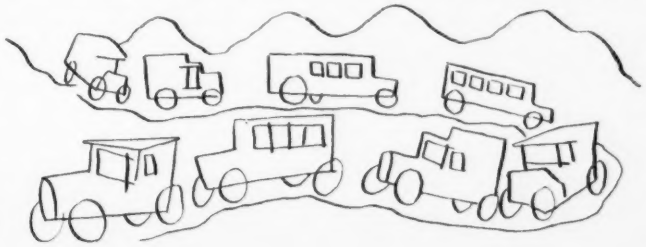
From Manhasset, New York, we read: "Our contact with parents in the past was largely through large group meetings and conferences. With the advent of homeroom meetings, parents come once or twice a year to talk with the teacher and get a much better insight and understanding of the curriculum offerings."

Chicago is another community with a long-range, working school public relations program, brought about by the citizens committee and the school authorities. Once a year, the citizens



schools committee holds a city-wide meeting, attended by hundreds of citizens, at which the superintendent of schools makes his report to the people.

Riverside, Illinois, finds that adult education classes and community ac-



tivities bringing parents into the schools more frequently are of tremendous help.

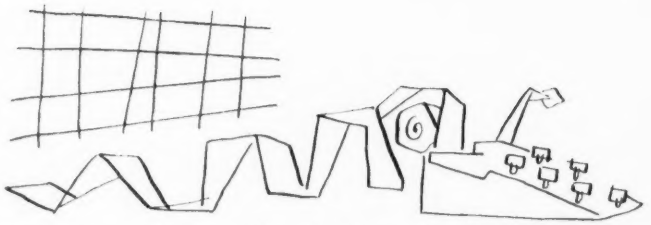
Business-Industry-Education Days and return days sponsored by schools throughout the country are helping to unite the schools and communities. In Robinson, Illinois, for example, we learn this: "As a follow-up to our B-I-E Day, approximately fifty local businessmen paid a return visit to the schools. The group was taken on a tour of the city and rural schools and had lunch at one of the rural schools at noon. At three, the group met at the high school for a round-table discussion of school problems."

Iowa State Teachers College held a school public relations summer workshop with school officials, business and industrial leaders, members of civic organizations and the press attending.

Fort Knox, Kentucky, schools have an effective method of promoting better teacher-parent understanding and, therefore, better community feeling. Regular teacher-parent appointments are scheduled. In these interviews, parents and teachers study the child's school development and plan ways to help the child.

Another Kentucky community, Louisville, has gotten away from the all too often dull annual report. In Louisville, the annual report of the board of education is presented in the form of an easily digested booklet. The copy moves fast. Photographs are adroitly used. Statistics are graphically interpreted. The accomplishments of the schools and future needs are given dramatic treatment. Copies of the booklet are sent to the parents of all schoolchildren.

All parents of fourth-graders in a Michigan elementary school received a letter in the spring which asked: "What would you like stressed next year—specific help in academic skills, social living techniques, interests and abilities, or group activities?" The



answers gave teachers an idea of what parents expect of schools, while the query itself reminded parents that they should and can take part in directing their children's education.

Lakewood, Ohio, put out a booklet called *Lakewood Is My Community.* The foreword reads, in part: "The responsibility for good citizenship must be shared by the natural communities into which the child is born and to which he gradually progresses, namely the home and the school." In the booklet, the reader can follow the pictorial story of a child going through Lakewood's schools.

An Ohio superintendent of schools sums up school-community relations in this way: "We firmly believe that a school cannot be successful if you do not develop a firm understanding of the purposes of education in the community as a whole. This, of course, is democracy in education which should be practiced by all school districts."

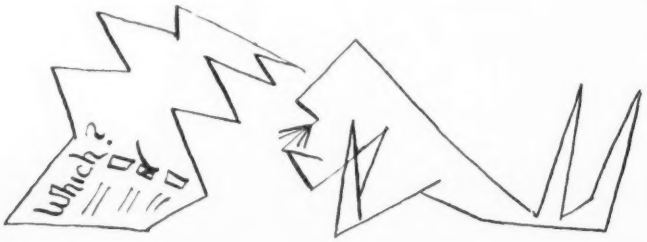
And a Delaware superintendent says: "Until schoolpeople become community-minded and communities become school-minded, the education of our youth will continue to suffer."

Studying the School Program

Having provided the desk space and the school buildings, citizens committees move on to investigate what the children are being taught and should be taught in the classrooms. Many communities have made notable strides in this direction.

In its case history, the citizens committee of Fairfield, Connecticut states: "A general evaluation of an educational curriculum is difficult, inasmuch as it involves the questions of for whom the curriculum is prepared and for what purposes." To find out what Fairfield's parents want in curriculum and toward what ends Fairfield's school education should be shaped, the curriculum committee submitted a questionnaire to 4,500 parents. Some 2,500 of these were returned. The results were tabulated, first on an overall basis, then by school district, economic level, and educational level of the parents. The complete report, including written comments, was submitted to the board of education and is also being used by the council's curriculum committee in its curricular evaluation. The questionnaire included 41 statements about the curriculum. Parents could either agree, disagree or check no opinion. (Many supplemented this with written comment.) A few representative statements and the results: 1. Too little time is now given to the study of reading, writing, and arithmetic. 742 agreed, 1,108 disagreed, 448 checked no opinion. 2. Grades and marks are not very good devices for stimulating pupils to do their best. 426 agreed, 1,694 disagreed, 190 stated no opinion. 3. Education is a highly developed profession and the public is not qualified to aid in planning and forming school policies. 462 agreed, 1,603 disagreed, 239 showed no opinion.

The Palo Alto, California, Education Council asked 100 parents, chosen at random, to write answers to this question: "What do you want the schools of Palo Alto to do for your children?" Their answers were combined into a list of 25 statements, which were then submitted to the parents of the 5,354 children enrolled in the public schools. The parents were asked to check the statements with which they agreed or disagreed. Eighty-nine percent complied. Some of the results of the survey: (1) Five goals the parents considered most



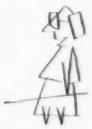
important were tolerance, skill in finding and interpreting facts, objective study of controversial questions, devotion to liberty, responsibility for the general welfare. (2) Forty-five percent thought that all boys and girls should be prepared to earn a living when they graduate from high school. (3) Forty-nine percent believed participation in extra-curricular activities should be open to everyone.

Parents were also asked to comment on the survey as a whole and on the 25 statements. Almost 500 did so. In sponsoring this project, the council listed these purposes: (1) to stimulate and challenge the thinking of citizens on the goals of education for their schools; (2) to discover the extent of agreement or disagreement on what is wanted of the schools; (3) to provide information to the board of education and the school administration.

In Ashton, Illinois, the citizens committee's major concerns were a desire for a first-rate educational program and the attainment of such a program at a cost which the people were willing and able to pay. Its recommendations were based on consultation with educators from neighboring colleges and school systems, on visitation to modern school programs on all grade levels, on study of current literature in education, and on a questionnaire involving parents, non-parents, recent graduates, students and teachers. The committee considered the following points in its study: (1) What we want for our children. (2) What we have for our children. (3) What we can afford for our children. (4) What we spend for our children. (5) For how many children do we plan? (6) What alternatives do we face? (7) What the facts mean to us. (8) Our recommendations to the board and to the people.

In looking at its schools, the Albany, New York, Know Your Schools Committee tried to get an overall picture. Since the problem of school personnel directly affects the school program, it was selected as one area for investigation. The committee looked into the manner of selection of teachers, the training and experience required, the salaries being paid, the in-service training provided, the numbers of supervising personnel. Some of the recommendations of the committee: (1) Since most cities employ teachers earlier in the year than Albany, we recommend, in order to compete with the rest of the state, that Albany hire its teachers earlier and that the merit teaching examinations be given early in the year. (2) Understanding the great responsibilities of the superintendent of schools, we recommend that there also be a deputy superintendent. (3) We recommend that every class have a permanent teacher. (4) We recommend that neither marital status nor residency requirements be allowed to interfere with appointment of the best teacher available. (5) We recommend that Albany make its salaries more attractive to new teachers





so it can compete for teaching personnel in a limited market. (6) We recommend that an in-service training program be developed to offer a variety of general and specific courses for both teachers and principals.

Early in the spring of 1950, the curriculum committee of the Southern Berkshire Regional School District Planning Board of Great Barrington, Massachusetts, was given the job of curriculum study in the area. The group was charged with the responsibility of investigating the needs of the community, and making recommendations for improvement in the grade school and high school courses.

As the major part of its work, the committee conducted three separate community-wide surveys. It initiated a community conference on farming and agriculture, had special meetings on elementary school education and vocational education, and visited eleven different academic and vocational high schools. Members of the group spoke with principals, teachers, guidance counsellors, school superintendents, and experts in the State Department of Education. Sixty-four other sources of information were reached by mail: professional educational organizations, the U. S. Office of Education, schools, colleges, and national organizations devoted to the interests of better schools.

Some of the steps in procedure:

(1) A door-to-door canvass of more than 500 former high school



and grade school students. By personal interviews conducted in the homes, the committee gathered and tabulated information on what the young citizens and their families felt about their education.

(2) A second survey, made with the help of businessmen in the area, was directed at finding out the opportunities for employment available to the youth of the area. Information was collected on the kind and number of employees, the training required, the approximate labor turnover, and estimates of the total number of similar employees in the entire area. The group also asked for comments and suggestions on the present school curriculum.

(3) A third survey was made with the cooperation of school authorities. Questionnaires were distributed to all high school students and to the parents of grade school children. The results gave the committee information by which it could determine the type of work the students expected to do after graduation, the type of courses in which they were most interested, and the approximate number that expected to go to college.

On the basis of these surveys, the committee made specific recommendations to the school administrators for courses and general curriculum.

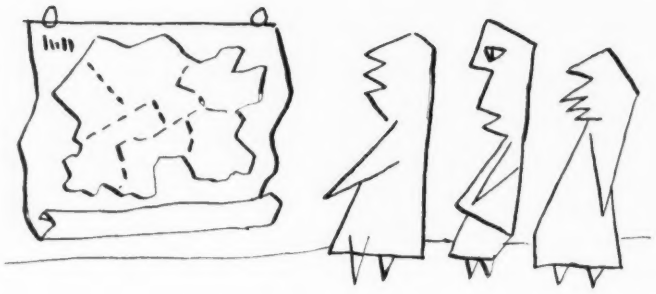
School Districts

Although it can often be demonstrated that a larger, centralized, more fully equipped school can serve the needs of a region better, it is sometimes extremely difficult to sell the idea to a community which will lose its schoolhouse. But citizens committees in many communities have tackled with varying degrees of success the highly complex problem of district reorganization.

Rural Consolidated School District No. 10 of Woodstock, Illinois, consisted of 24 one-room schoolhouses serving a farm section which covered approximately one fourth of the area adjacent to the town of Woodstock. Because of county-wide deterioration of school plant and personnel during the war and increased

birth rate with no provision for increased facilities, children were suffering and the educational standards were falling. The board of education took the first steps in bringing these problems to the attention of the citizens, and a community council was created composed of parents, teachers and administrators. The council assembled a library of information on school practices and planning, set up displays and an information program, appointed committees of citizens to participate in the program, and acquainted the public generally with the existing personnel and financial structure of the schools as well as the board's plans for improvement. The success of the council is reflected in an overwhelmingly favorable vote on a bond issue for consolidation of the units served by 24 one-room schoolhouses into two new, modern and efficient plants.

School district reorganization was, in 1950, the basic problem confronting the schools in South Dakota. The Committee for Education in South Dakota, organized in 1947 to promote lay participation in school improvement and appraise the entire school system and existing legislation, studied this problem and worked for the needed changes. Some of the facts that the committee found were: the state district was outmoded; of the 3,051 rural districts in South Dakota, 667 did not operate a school; that there were 738 rural schools having six pupils or less. From their research, the committee proposed a reorganization law to provide "(1) a committee of laymen in each county, responsible for surveying the schools of the county and preparing plans for redistricting into natural community units; (2) a state organization commission, responsible for aiding the county committees in their work, providing leadership for the entire state program, and approving or rejecting plans for county committees; (3) a vote by the people in each proposed new district." To this end laymen worked on an extensive publicity program, representatives worked prior to the legislative assembly and the facts were brought to the citizens. Since the committee is working on a state-wide basis, its progress is necessarily slower than that of a group working in a local community, but in two years of work on school district reorganization, the committee feels that considerable strides have been taken in reporting facts, arousing public interest, and gaining the respect of political groups.

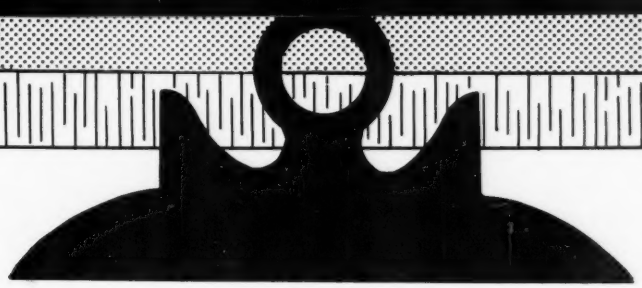


In the Southern Lehigh School Districts of Coopersburg Borough, Lower Milford Township, and Upper Saucon Township in Pennsylvania, members of the boards of education in these three districts met to discuss the idea of merging their schools. All districts had to concur. The three boards of school directors, realizing the importance of acquainting the citizens with the facts before they voted, published a booklet of questions and answers on the problem, entitled *Let's Think About Our Children*. In 1948 a referendum was lost. The board petitioned for another opportunity to vote, and in 1949 the court agreed. In the words of the Supervising Principal of the Southern Lehigh School District: "We are convinced that a careful program of educational planning, reinforced by administrative courage, can result in the electorate's approval of major school improvements through reorganization." This program is already well under way and efforts are being made by the boards to develop local action by laymen and teachers.

Still another situation faced the citizens of Chattanooga, Tennessee. A citizens committee went to work to study the Chattanooga city schools' physical, financial and human resources, and to consider consolidation of the city and county systems. On the basis of an impartial survey, the committee decided that consolidation was not desirable at the time, but recommended the appointment of a small committee of county and city school board members to meet and work out an efficient program. At this writing, the question is being reconsidered.

The problem of district reorganization is country-wide. In Michigan, Illinois and Massachusetts, for example, county-wide reorganization has already proven successful, and in the ten-year period from 1940 to 1950, 24 of the 48 states have passed school district reorganization laws. On the local level, committees of laymen are telling us about their experiences. From Buncombe County, North Carolina we heard: "We won the election . . . to consolidate the 26 different school tax districts into one county-wide school tax district." In Amberg, Wisconsin, the state school laws are helping to consolidate or reorganize "a multitude of the smaller grade school and high school districts." In Corona, California, "The re-zoning is causing considerable turmoil but will soon be settled as far as we are concerned. An unexpected result has been the agreement of an isolated group of parents to have their school building moved to the grounds of a larger school and the children 'bussed' to the new location instead of the old. . . . An arrangement has been worked out with the board so well that a consistent opponent of the board publicly thanked the board for settling a 20-year problem." From the Arkansas Department of Education in Little Rock, we heard: "In a referendum vote, the population decided to do away with its many inefficient, uneconomical school districts with less than 350 pupils . . . cutting the original 1,500 districts to 428."

Astounding results are not always accomplished, and many changes as basic as school district reorganization require time and patience, but it is evident that when citizens find the facts and work together for the good of the children, they will arrive at solutions corresponding to the needs of their communities.



State Citizens Committees:
CASE STUDIES

MINNESOTA

CITIZENS COMMITTEE ON PUBLIC EDUCATION

When organized: 1934. (This Committee is an outgrowth of a group called together in 1934 in Minneapolis. Representatives of organizations interested in education were called together by the PTA in the city. Leadership came from the PTA and the American Association of University Women, with participation also by the League of Women Voters. Because it soon became apparent that some of the problems were statewide, representatives of state organizations were called in. In the early stages, the American Legion and Auxiliary were quite active. In 1944, the local and state committees were separated. However, the same organizations continued to participate—at the local level in the local committee, at the state level in the state committee. Experts meet with the Committee.)

Membership: Any statewide organization interested in education is eligible for membership. This includes both lay and professional organizations, such as the Minnesota Education Association, Council of School Executives, School Board Association, Vocational Educational Association, Junior College Association, CIO, AFL, American Legion and Auxiliary, Farm Bureau, and Auxiliary, College of Education, PTA, League of Women Voters, American Association of University Women, Council of Jewish Women, State Department of Education. Member groups elect individuals who help carry out the programs.

Objectives: To serve as a clearing house of information for bills in the state legislature.

Procedures: Acts as a clearing house. Acts as a stimulus to activity, secures information, and coordinates activity of member organizations. It works closely with the State Department of Education, studies all legislation affecting education, makes recommendations to organizations when there is agreement, and coordinates the work of organizations which are working for legislation. In addition, it has assembled factual material: sponsored two booklets endorsed by member organizations, one explaining the proposals for revision of state aid (1947), and the other explaining dedicated funds (1950). The Committee has also issued bulletins to inform members on legislative needs. The Committee has created special study committees: one is securing information-through cooperation with the University of Minnesota—on the needs of young children; one will report on the findings of the Little Hoover Commission that they affect education; another committee currently is working with the Civil Service Commission trying to secure more satisfactory ratings and compensations for professional employees of the State Department of Education.
The Committee meets on call—more frequently in a legislative year than in the intervening year. The intervening year is devoted mostly to study and encouragement of study by member organizations in preparation for legislation. Its active work is done chiefly through the member organizations.

What next? More of the same.

MISSISSIPPI

CITIZENS COUNCIL ON EDUCATION

When organized: October, 1950.

Membership: the president (or his delegate) of each agency interested in education. Eight members of the steering committee. Ten additional members representing divergent geographical and vocational interests.

Activities to date: The Mississippi Congress of Parents and Teachers, the State Department of Education, and the Mississippi Education Association sponsored the organizational meeting October 9, 1950, which included representatives of practicaly all agencies interested in education. The Council authorized the preparation of questionnaires covering every phase of public education in the state. These questionnaires were distributed by agencies holding membership in the Citizens Council. The International Business Machines Corporation was employed to compile scores and other data from the questionnaires. More than 20,000 completed questionnaires were returned by citizens in all walks of life who state what they want their schools to be. Committees composed exclusively of laymen were set up in four areas—finance, instruction, organization and administration and building facilities—for the purpose of evaluating the survey findings. Their recommendations were adopted by the Citizens Council and constitute the 1952 legislative program.

What next? This is the program for the Council for 1952:

1. A minimum foundation level of education for all children. The plan includes instruction, transportation and administration with other school services to be provided by local supplements as at present.
2. An economic index to determine the taxpaying ability of counties and school districts.
3. Better buildings financed mostly from state funds derived from a continuing and stable source of revenue.
4. Reduction of school districts from 3,759 to 177.
5. A five-member county school board representing each supervisor's district, elected by a county-wide vote, to serve staggered terms.
6. County superintendent of education elected by county school board, to be fully qualified, adequately paid, and sufficiently provided with the necessities of office.
7. One additional member from each congressional district added to the State Board of Education by vote of county school board members.

KENTUCKY

COUNCIL FOR EDUCATION

When organized: July, 1950.

Membership: On May 31, 1950, the officers and directors of the Kentucky School Boards Association, and the Kentucky Education Association, the Kentucky Council of Parents and Teachers met in Louisville to form Kentucky Council for Education. Shortly thereafter, an invitation was extended to 48 state organizations to help the nucleus of what is known as the Kentucky Council for Education and the Council organize on a statewide lay basis. Member organizations now are: American Association of University Women, Associated Industries of Kentucky, Kentucky Association for Health, Physical Education and Recreation, Kentucky Chamber of Commerce, Kentucky Bankers Association, Kentucky Congress of Parents and Teachers, Kentucky Department of Education, Kentucky Education Association, Kentucky Farm Bureau Federation, Kentucky Federation of Business and Professional Women's Clubs, Kentucky Junior Chamber of Commerce, Kentucky Library Association, Kentucky Pharmaceutical Association, Kentucky State CIO Council, Kentucky Tuberculosis Association, Kentucky War Dads, Rotary Club, Third District Optimist Internation.

Objectives: To conduct and encourage studies of educational needs, both locally and in the state, and to tell the public what the needs are. To promote the organization, in every community, of local councils for education, which would study local needs and tell their communities what the needs are. To encourage and support legislation for the improvement of the public schools of Kentucky. To advise on plans of action for organizations holding memberships in the Council.

Projects attempted: Organization of local and county councils. Publicity campaign to arouse interest in public school education.

Procedures: Prepared an outline called Plan For Action, to offer organizational and procedural methods to local and county areas wanting to start a local or county council. A paid executive secretary travels around the state, visiting school superintendents and local leaders, attempting to interest them in formation of citizens committees. Conducts workshop conferences in all areas of the state with lay and professional leaders.

Results: Formation of some 80 local and county councils. A program of workshop conferences throughout the state. Iniirect result: a resurgence of interest in education.

What next? Funds to finance the worksh op program and conduct the office with paid secretary and clearinghouse materials will have to be obtained to continue the program. At this writi ng, the funds have not been obtained, but, when they are, more of the same t ype of activity is planned.

DELAWARE

COUNCIL FOR DELAWARE EDUCATION, INC.

When organized: Officially on November 8, 1946, stemming from PTA concern in a Wilmington suburb with the teachers' salary problem and the appointment of a committee to investigate the question.

Membership: Under the sponsorship of the Delaware Congress of Parents and Teachers, a statewide committee of about 159 representatives of all kinds of civic, fraternal and religious organizations, at both the community and state level, with many individual members who do not represent any group. Eighteen subcommittees set up to conduct special studies and prepare reports and recommendations to the executive committee.

Objectives: Believing that good schools are of paramount importance to the proper development of citizens and that the citizens of Delaware are entitled to know all the facts concerning their educational system, the Council set out to make a thorough investigation of the public schools and to fight for everything required to correct the bad conditions. Stronger local participation was encouraged.

Projects attempted: Investigation of every school in Delaware to determine what each school had or did not have from a physical standpoint. Study and analysis of state laws dealing with education and children. Active publicity program, to sell the Council's program to the state. Continuation of studies, assistance to local groups in solving their problems, and strengthening the enlargement of the Council itself.

Procedures: Initially, the executive committee met and adopted bylaws, and functional units were set up to attain the objectives of the Council. The analysis of Delaware education laws was written up by the Council in layman's language and given wide distribution. Volunteer accountants and statisticians prepared financial reports on different school districts. A General Surveys Committee collected data, interviewed school administrators, organized subcommittees for detailed studies, correlated the information developed and made recommendations to the executive committee, which in turn led to the formation of a program submitted to the 1947 Delaware General Assembly. Six separate bills were submitted, four of which covered teachers' salaries, one for a teachers' pension plan, and one for the creation of the office of State Commissioner of Education. An active publicity program, enthusiastic leadership, increased citizen interest and cooperation all were of no avail in the 1947 Assembly. None of the bills was ever acted upon.

Results: However, in its seven months of activity the Council for Delaware Education, Inc., earned statewide recognition as a force for educational advancement in the state. Through the efforts of a joint legislative committee working for the board of education, whose formation was inspired by the Council, some 40 legislative bills were drafted and approved by the 1949 legislature. Membership increased steadily, functional units for study were increased, and citizens throughout the state have been inspired to take action in their own communities to improve their schools.

What next? With its ultimate objective being to improve the educational system, the Council continues to exert influence and help local groups solve their own problems. Working cooperatively with local groups, state and local educators, the Council is constantly aware of the need for evaluation and re-evaluation of its goals to determine the best ways in which it can continue to serve the people.

SOUTH DAKOTA

COMMITTEE FOR EDUCATION

When organized: In 1946, when several state groups were called together in a meeting, represented by their presidents and secretaries. Response was excellent and evidenced recognition of the school problems facing the state.

Membership: Original membership of eleven state organizations including educational groups, school boards, women's clubs, farmers and lay people. Of the state groups, each organization appoints a delegate in addition to the president and secretary-treasurer who are members. At the present time, thirteen state organizations belong to the Committee. Seven subcommittees carry on the work of the Committee.

Objectives: Realizing the need for active participation of lay people in the problems of elementary and secondary education in South Dakota, and for apprising the legislature of the need and desire of the citizens for a good educational program, the Committee set for itself three objectives: "To promote the interests of public education in South Dakota; to coordinate the activities of groups interested in education and to publicize the needs of education in South Dakota; to secure needed legislation for the improvement of public education in South Dakota."

Projects attempted: Specific problems faced the South Dakota schools when the Committee was organized, in the areas of school finance, district reorganization, variations in the tax rate among school districts, teacher training and qualifications. The Committee attempted to study these problems, report their findings to the people and work for the necessary legislation to bring about improvement.

Procedures: Studies were made on educational problems with the full cooperation of the Department of Public Instruction and the Research Commission of the South Dakota Education Association. In 1948 and 1950, Report to the People was published, summing up the findings of the studies and pointing out clearly what problems faced the South Dakota schools. A legislative program was presented in 1949 and 1950 for school district reorganization and state aid. Two legislative representatives spent full time working before the legislature, the Committee met with platform committees of both political parties, appeared before the state budget committee and appeared before many groups. A publicity program was carried on by daily and weekly newspapers, the Educational Journal in South Dakota and the school board publication; radio broadcasts and talks were given.

Results: Since the formation of the Committee, membership has increased and the publicity program has conveyed South Dakota's educational problems more clearly to the people. Twenty-one legislative measures affecting elementary and secondary education were passed at the 1949 legislature. Although the bills for school district reorganization and state aid to education were not passed in the 1950 legislature, both political parties for the first time recognized the Committee's program. Commenting on the work of the Committee, President Russell Creaser said: "We are rather young in point of age but it is my opinion that we have made rapid strides indicated by the publicity we receive, the number of inquiries and the interest being stirred up, particulary among the participating organzations."

What next? The Committee continues to inform the people of the status of the South Dakota schools and to work for acceptance of measures which will insure good schools throughout the state.

OHIO

CITIZENS COMMISSION FOR THE PUBLIC SCHOOLS

When organized: Incorporated December 6, 1949, after preliminary informal meeting attended by, among others, representatives of business, civic, farm and educational organizations.

Membership: Twenty-nine lay people, none of whom is professionally employed in the fields of education, religion, or government. The Commission's operations, financial affairs and complete authority are in the hands of a board of trustees. In addition to the members, some 1,600 "associates" are registered and receive literature.

Objectives: With an overall purpose of "helping to stir up the citizens of the State to take a more active interest in the public schools and to exercise more personal and group responsibility for them," the Commission has worked to promote the formation of continuing local committees for the public schools and to assist these groups in their formation and work. Coexistent with the overall goal is the Commission's interest in developing local awareness of the relationships of local schools to the entire state situation.

Projects attempted: Study of various educational issues with the help of the local groups who are "associates" of the Commission. Contact made with temporary and continuing groups working for school improvement with a goal to increase the number.

Procedures: The Commission worked as completely as it could through other state organizations. Beginning with the initial planning group composed of organization representatives, the Commission has, as far as possible, enlisted the help of such groups as the PTA, the League of Women Voters, the Federation of Women's Clubs and the Ohio Farm Bureau to distribute materials and make inquiries. Questionnaires were used to poll public opinion in regard to ten specific problems of school district organization and state aid, and another questionnaire helped the Commission get in touch with over 100 local citizens groups. Distribution of materials and the results of factual studies to groups. Radio broadcast and campaign to revise School Building Code.

Results: Through its program of information and guidance, the Commission has had a great deal of influence in encouraging the formation of local citizens school improvement groups, putting across school bond issues and special school levies, and stirring up interest in revising the School Building Code. The Commission would like to extend its services to improve the effectiveness of its work, but at the present time has suspended operations because of lack of funds. Although such organizations as the PTA, Ohio Farm Bureau and Ohio Education Association have generously contributed to it, the Commission has been working on a budget too small to support and facilitate the vast amount of work to be done.

What next? With the necessary funds, the Ohio Citizens Commission can continue to extend its services throughout the state. Without financial support, the corporation will have to dissolve, but at the present time, no solution has been reached.

MASSACHUSETTS

COUNCIL FOR PUBLIC SCHOOLS

When organized: In the fall of 1947.

Membership: An original standing committee of nine, made up of a treasurer and two representatives each of the Massachusetts Association of School Committees, Massachusetts Parent-Teacher Association, Massachusetts Association of Superintendents and Massachusetts Teachers Federation. Although traditionally interested school groups formed the basis of the Council, it was soon realized that much wider citizen support was needed. Consequently, state, civic, business, fraternal and educational organizations were invited to join and committees were established to work in specific areas.

Objectives: Originally formed to promote a legislative program for additional state aid, the Council soon recognized the many other school needs for which solutions could only be found through a greater awareness and interest on the part of the general public. Three objectives form the basis of the Council's work: "To increase general understanding of the achievements, conditions, and needs of Massachusetts Public Schools; to promote the improvement of public school education in Massachusetts and its financial support; and to develop and support active legislative programs to accomplish these objectives."

Projects attempted: Recommendation and promotion of legislative bills to increase state aid for education and financial assistance toward necessary school plant improvement and enlargement. The organization of local councils throughout the state. Cooperation with national and statewide organizations. Formation of a State Citizens Advisory Committee to stimulate statewide interest of leading citizens in the objectives of the Council, to advise on policy and to assist in promoting financial support of the Council's program.

Procedures: Letters, research, questionnaires, meetings, promotional methods have helped to make clear the Council's program. Assistance offered to communities in setting up local councils by the provision of materials, findings of the Council, operation of a speakers' bureau, and utilizing publicity media.

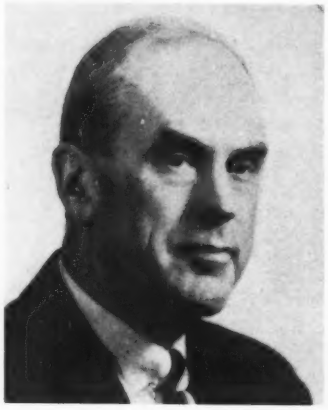
Results: Stimulation of the formation of local school councils throughout the state. Bills filed by the Council and passed by the state legislature to increase state aid to local school systems and establishment of the State School Building Assistance Commission. Formation of a State Citizens Advisory Committee to the Council in 1950. Cooperation with statewide organizations to improve education.

What next? The Council continues to challenge the citizens of Massachusetts to accept the responsibility of improving and working for their schools.

NCCPS Regional Offices

IN ORDER to preserve the grass-roots character of its organization, The National Citizens Commission for the Public Schools now has six regional offices around the country. Although the New York office at 2 West 45th Street, New York 19, New York, continues to serve as headquarters for the whole country, citizens and educators are urged to consult the regional directors whose first-hand knowledge of the territory makes it possible for them to be of more direct assistance on local school problems.

New England



Graham T. Winslow, is head of the New England States office, 41 Mount Vernon Street, Boston, Massachusetts. Besides Massachusetts that office is consultant for Maine, New Hampshire, Rhode Island and Vermont.

South



Maurice D. Bement is the Southern States director. His office at 902 Realty Building, Louisville 2, Kentucky, serves Alabama, Georgia, Florida, Maryland, Kentucky, North Carolina, South Carolina, Tennessee, Va. and W. Va.

Southwest



Clint Pace, whose office is at 1104 Main Street, Dallas, Texas, is director of the Southwestern States region. Besides Texas, the states served are Kansas, Arkansas, Louisiana, Mississippi and Oklahoma.

Rocky Mountain



Leeds R. Lacy is director of the Rocky Mountain region. Arizona, Colorado, Montana, New Mexico, Utah and Wyoming are served by this branch with headquarters at 1100 Fourteenth Street, Denver, Colorado.

Midwest



Cecil Hartung is director of the Midwestern States office at Minneapolis, Minnesota. The states served in that region are Iowa, Nebraska, Minnesota, North Dakota, South Dakota and Wisconsin.

West



Kenneth H. Dobelbower heads the Western States office, which is located in the Farmers and Mechanics Building, 1014 Eighth Street, Sacramento 8, California, serving Idaho, Oregon, Washington, California and Nevada.

Although no one set of rules will apply to all citizens committees, this skeletal state constitution is presented in the hope that it may prove of value when adapted to either state or local situations.

Constitution and Bylaws

The ——— Citizens Commission for the Public Schools

Article I. Name.

The name of this organization shall be .....

Article II. Purpose.

The purpose of the citizens commission shall be: to conduct a thorough and impartial investigation of all studies and surveys and of any other available sources of information concerning the ..... Public School System; to make independent findings concerning the system; to make these findings known to the citizens of the state and to appropriate government officials; to make recommendations of necessary legislative enactments or referenda to the state legislature and school districts throughout the state; and to take any necessary steps to promote favorable action on its recommendations, to the end that the educational opportunity for ..... 's boys and girls may be improved.

Article III. Membership.

Section 1. *Classes of Members.* The Commission shall consist of two classes of members—organizations and individuals.

(a) *Organizations.* Any organization of ..... may apply for membership in the Commission. Its application in writing directed to the Secretary of the Commission shall be signed by its President or other presiding officer or Secretary and shall state the nature of the organization, its sympathy and agreement with the ideas and aims of the Commission, its desire to obtain membership, and the name and address of its authorized representative and his alternates.

(b) *Individual Members.* Any citizen of ..... twenty-one years of age or over may apply for membership.

Section 2. *Approval.* No person or organization shall be a member of the Commission until the application for membership has been approved by the Executive Committee.

Section 3. *Voting Powers.* Any member of the Commission shall be eligible to vote in a general meeting.

Article IV. Chapters.

Organizations and individuals in a community or political subdivision may be grouped together for the purpose of creating local or regional chapters of the Commission subject to the approval by the Executive Committee.

Article V. Meetings. Time, Place and Notice.

The Commission shall have an annual meeting during the month of ..... and such other meetings as shall be called by a majority of the executive committee, and whenever it may be deemed necessary, any ten members may petition the executive committee to hold a meeting. Meetings may, with the exception of the annual meeting, at the discretion of the executive committee, be statewide or regional, each region to include not less than one county of the State. Action of regional meetings shall be taken collectively, when all are in agreement, as the action of the Commission. There shall be ten days' notice for statewide meetings.

Article VI. Officers.

Section 1. The Officers of the Commission shall be President, Vice-President, Secretary, and Treasurer.

Section 2. *Nominations and Elections.* At the annual meeting of the Commission held in the month of ..... officers shall be elected for a term of one year by a plurality vote of the Commission from nominations designated by a Nomination Committee, appointed by the President, at least thirty days before the meeting, and from such additional nominees as may be nominated from the floor, seconded by at least one other member. Vacancies occurring during a regular term shall be filled by the President subject to the approval of the remaining members of the Executive Committee, or the Executive Committee may in its discretion call for a vote of the Commission to fill such vacancies. Incoming officers take office at the end of the annual meeting.

Section 3. *Duties.* The President, Vice-President, Secretary and Treasurer shall perform such duties as are regularly performed by such officers. The Regional Chairmen shall serve as coordinators of all committee activities within their respective regional units and shall serve as liaison agents between the regional groups and the executive officers. They shall also perform additional duties assigned by the President.

Article VII. Executive Committee.

Section 1. *Membership.* The Executive Committee shall consist of the four officers and the Regional Chairmen.

Section 2. *Powers.* The Executive Committee shall administer the affairs of the Commission in accordance with policies determined by the Commission at its meetings. It shall determine action in any matters for which there is insufficient time to have such action determined by the Commission.

Article VIII. Committees and Technical and Clerical Assistants.

Section 1. *Committees.* The President shall designate such committees as he shall deem necessary to carry out the policy of the Commission.

Section 2. *Technical and Clerical Assistants.* The Executive Committee shall determine the need for clerical and technical assistants to carry out the work of the Commission, and the maximum amount to be paid to each. The President shall employ or retain the services of persons to fill these positions.

Section 3. *Legal Commission.* The President shall appoint a member of the Bar of ..... to serve as legal adviser for the officers and committee chairmen.

Article IX. Finances.

Section 1. *Dues and Contributions.* Organizations wishing to affiliate to support the work of the Commission may do so on the basis of a voluntary contribution from the organization. Individual memberships are one dollar each, annually. All money received by or for the Commission shall be deposited in an account in the name of the Commission.

Section 2. *Drafts.* Drafts upon the funds of the Commission shall be signed by the Treasurer and by the President or Vice-President.

Section 3. *Approval of Expenditures.* Expenditures up to $10.00 may be made without the specific authorization of the Executive Committee. All expenditures in excess of that amount must be so authorized.

Section 4. *Audits and Financial Statements.* The Treasurer shall submit his books for audit by a committee, appointed by the President, immediately preceding the annual meeting, and at such other times as he may be requested to do so by the President or the Executive Committee. The Treasurer shall also prepare and submit to the annual meeting of the Commission a financial statement and at any other time designated by the President. The Treasurer to be bonded, cost of the bond to be borne by the Commission.

Article X. Amendments.

Any member may propose an amendment to these bylaws by motion at any meeting of the Commission or a Regional Chapter of the Commission. If the motion is duly seconded and regularly passed by a majority of the members voting, the amendment shall then be submitted by the Commission to each Regional Chapter and shall take effect upon approval by a two-thirds vote of all chapters or regional organizations.



National Organizations Sponsor Better School Movement

WITH THE realization that good schools mean better communities, national organizations are now giving more of their time and energies to education than ever before. The National Congress of Parents and Teachers and other educational organizations have led the way in school improvement activities, but an increasingly important role is being played by civic, business, fraternal, labor and religious groups, whose goals are only indirectly connected with the public schools.

In a sense, however, active participation of national organizations in the better schools program proves the logic of the belief that the schools affect the whole community. The success of a national organization depends upon the quality of its members—and its members are the products of our schools.

Many Examples of Leadership

The United States Junior Chamber of Commerce has urged its 2,000 local chapters to sponsor workshop conferences in support of the better schools campaign, to assist communities in the formation and activities of citizens school improvement groups.

The National Association of Manufacturers has formed an Educational Advisory Council to advise and recommend ways in which industry can strengthen its support of education.

The National Farmers Union is concentrating on reorganizing and improving rural education.

In cooperation with other agencies, the National Audio-Visual Association makes educational films available through a countrywide free distribution program.

Chambers of commerce sponsor Business-Industry-Education Days featuring talks to students by local business leaders and school visits to industrial plants.

The Press Cooperates

The editors of official publications of Civitan International, Kiwanis International, Lions International, Fraternal Order of Eagles and others have given space to encouraging local chapters to participate in better schools programs. In the words of the Assistant Secretary of Kiwanis International: "Typical of Kiwanis activities for better schools was the program of the Kiwanis Club in Downers Grove, Illinois, which spearheaded a program to put over a $1.6 million bond issue to increase school facilities in that community. We recently prepared a bulletin on this program to be sent to other clubs . . . it is a graphic story of what one club can do when it is 'fired up' over the need for such leadership."

According to the Education Director of the Congress of Industrial Organizations, CIO locals will continue to stress adequate financial support for public education as one of the main platforms of their educational program.

Coordination with Local Units

To coordinate the benefits of these and many other programs for school improvement, 35 representatives of national organizations met with representatives of the National Citizens Commission for the Public Schools in June, 1951. An outgrowth of that meeting was the creation of an advisory board to work out ways of cooperating with local units.

Through encouraging local workshop conferences, setting aside money for educational research, devoting space in publications to suggested policy and programs from national offices, local units are being asked to join in the better schools campaign. Already, in communities throughout the country, members are giving their answer. By showing their willingness to cooperate in what promises to be a growing nationwide movement, local units of national organizations are becoming effective and powerful tools for community school improvement.

Publicity Through News Media



THROUGH the many available channels of communication, citizens today are learning about their public schools—locally, statewide, and on the national level. To a citizens school improvement group, publicity media are invaluable in supporting an effective school-community program in several ways.

Publicity can be utilized by a citizens committee to promote its own program, to stimulate community interest in a specific issue, to carry a bond issue or a drive for increased membership, or as part of a long-range public relations program.

Publicity, not initiated by a citizens group but by national and local organizations, can focus public attention on the need for better schools and indirectly increase the effectiveness of the citizens group.

Publicity, on the national or statewide level, can be influential in pointing up widespread education problems and stimulating individual citizens to accept their responsibility in helping solve them.

Publicity can be an effective instrument, not only for education, but to build up community awareness of all problems that affect citizens.

Publicity can provide tangible means of community participation in school improvement.

How Effective?

How have committees developed promotional programs and how effective have they been? From a spot check of citizens committee activities throughout the country, it is apparent that a good publicity program is indispensable. A citizens committee can promote a publicity program, whether it is in connection with a short-term campaign or a long-range program, through the press, radio, television, house organs, mass mailings, speakers, films, and distribution of pamphlets at meetings and conferences of civic, business and educational groups. The type of media selected will, of course, depend upon the community and the issue involved. In addition to local instruments of publicity, the work of national organizations, national educational publications, a nationwide "Better Schools Campaign" film, and an allocation plan for radio and television messages are awakening more and more citizens to the problems of the public schools. Local citizens committees often adapt nationwide promotional materials.

In Reading, Massachusetts, a citizens committee wrote and produced a wire recording which was played as an accompaniment to a film about the Reading schools just before a vote on schools was put to the public. Statewide use of auto tags bearing the "Better Schools" message was adopted in Florida, and communities throughout the country have since followed suit. The Savannah, Georgia, chamber of commerce reproduced "Better Schools" drawings in its monthly publication.

A teacher in Chicago helped students to make educational advertisements themselves. In a campaign for school improvement, informing the citizens about how the schools spend money each year, a citizens committee in Terre Haute, Indiana, ran ads in the local newspapers. The superintendent of schools in Minnesota Lake, Minnesota, reports that in a campaign for school district reorganization, ads were sponsored by local organizations, and posters and handbills were distributed to homes.

A radio station in Camden, New Jersey, carried spot announcements alerting citizens to the need for better schools, which in turn were of help to the citizens committee in Haddon Township, which was mapping a school building program. In Hamilton County, Ohio, a citizens committee helped the Good Government League to prepare a half-hour radio program on school problems in the form of a debate. The program was so successful that others were planned.

Four weekly newspapers and local business houses worked together on an advertising program prior to a bond election in Lake Washington, Washington, furnishing releases for 900 column inches of news. The citizens committee sponsored a cartoon contest among the schoolchildren, arranged radio time and programs, furnished speakers for 50 club meetings, raised funds for display advertising in the newspapers, and on the day of the election cooperated with the PTA on transportation and last-minute canvassing by telephone. In West Hartford, Connecticut, the publisher of the *News* wrote a series of articles on the West Hartford school system, which amounted to a one-man survey of the educational needs of the community.

In using promotional methods, citizens committees report good results, and on the national level, proof of the effectiveness of publicity media is apparent. More citizens are aware of their schools, more are taking an interest and actively participating in solution of their local problems, giving life to the message, "Better Schools Make Better Communities."

Recommended References

How Good Is Your School?
By Wilbur A. Yauch, Harper and Brothers, New York. 1951. 213 pp. $2.75.

Directed primarily at parents but of great help to teachers, too, on what a good school should be like.

Public Action for Powerful Schools
Metropolitan School Study Council. Bureau of Publications, Teachers College, Columbia University, New York City. 1949. 85 pp.

A committee of fourteen superintendents explores the skills that can be used to better schools through lay participation in educational planning.

The People and the Schools of California
California Association of School Administrators, Pasadena, California. 1950. 98 pp.

Questions and answers aimed at developing understanding and cooperation between lay and professional groups working for better schools.

***Citizens and Their Schools**
National Citizens Commission for the Public Schools, 2 West 45 Street, New York City. 4 pp.

NCCPS monthly news bulletin reports on what people are doing to improve their schools.

***How Can We Get Better Schools?**
National Citizens Commission for the Public Schools, 2 West 45 Street, New York City. 1951. 55 pp.

Questions and answers on organization and function of citizens committees working for better schools.

***State Citizens Committees Work for Better Schools**
By Henry Toy, Jr. THE SCHOOL EXECUTIVE. February, 1951. *Our Schools* section, pp. 11-14.

Gives reasons why statewide citizens committees are needed in addition to community groups.

***Plan for Action**
Kentucky Council for Education, Louisville. 5 pp.

A suggested guide for organization prepared by the Kentucky Council for establishing local councils for education in individual communities.

***How to Organize Local Citizens Committees**
By Henry Toy, Jr., *The Nation's Schools*. July, 1950. pp. 26-28.

Points out that as community needs differ so does the organization of citizens committees.

An Educational Program for Our Schools
The University of the State of New York. The State Education Department. Albany. 1950. 28 pp.

Manual for lay participation in educational planning.

***Lay Educational Advisory Committees**
Techniques. National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington, D. C. March, 1951. 4 pp.

Gives suggestions on organization, method, and characteristics of a good citizens committee.

***Blueprint of a Local Council for Public Schools**
Massachusetts Council for Public Schools, Boston. 4 pp.

Some steps to follow in launching a school council.

***Suggestions for Organizing a Local School Council**
Massachusetts Council for Public Schools, Boston. 6 pp.

A guide for citizens and educators for closer cooperation in educational planning.

***Bronx Park Community Center**
Public Education Association of New York City, the Board of Education of New York City, and Teachers College, Columbia University, New York City. 1951.

Pamphlets describing objectives and accomplishments of a citizens group in metropolitan New York.

***History and Organization of the Citizens Committee on Public Education**
Minneapolis Citizens Committee on Public Education, Minnesota. 1949. 11 pp.

Purpose, plan of operation, policy, by-laws and origin of the Minneapolis citizens committee.

***More About the Ohio Citizens Commission for the Public Schools**
Ohio Citizens Commission for the Public Schools, Columbus. May, 1950. 11 pp.

Explains the purposes, functions, aims and reasons for the Ohio Citizens Commission.

***History of the Advisory Committee on School-Community Relations**
Great Neck Public Schools, New York. 1949. 14 pp.

An account of an advisory committee recommended by the superintendent of schools to assist the board in maintaining effective two-way school public relations.

***What Do the People Want from Their Schools?**
By Wilford M. Aikin, Palo Alto Education Council, California. 8 pp.

Comments and answers made by residents in response to the Palo Alto Education Council survey.

Do Citizens and Education Mix?
Governor's Fact-Finding Commission on Education, Hartford, Connecticut. 1950. 159 pp.

Presents findings of a study of 85 school-community study groups in Connecticut.

*The National Citizens Commission for the Public Schools, 2 West 45 Street, New York 19, N. Y., will supply single copies free of charge on request

SPOTLIGHT

Dates Set for Judging Competitions; Educators Urge Teaching of Controversial Issues; New Appointments on Kellogg Project; Churchill Names Woman Minister of Education; Culver City Experiments with New Playground Top.

Dates Set for Judging SCHOOL EXECUTIVE Competitions

Entries to THE SCHOOL EXECUTIVE'S Competition for Better School Design and Competition for Community Improvement will be judged in New York City during January.

On January 4 and 5 the judges will select five outstanding entries from a collection of the most up-to-date school designs from the workrooms of leading architects in the United States and Canada. Plaques and citation scrolls will be awarded to the top five designers.

Materials submitted for the Competition on Better School Design will be set up for public view on the fourth floor of the Russell Hall Library at Teachers College, Columbia University, 525 West 120 Street, New York City, during the week of January 7-12.

Judges include such outstanding experts on school building design as: Robert Hutchins of Moore and Hutchins, Architects, New York City; Walter Kilham, Jr. of O'Connor and Kilham, Architects, New York City; Morris Ketchum of Ketchum, Gina and Sharp, Architects, New York City; Ray L. Hamon, chief of the School Housing Section, U. S. Office of Education, Washington, D. C.; and Benjamin C. Willis, superintendent of schools, Buffalo, New York.

On January 11 and 12 a panel of three schoolmen will meet at the offices of THE SCHOOL EXECUTIVE to judge entries from United States and Canadian school systems on what they are doing to improve their communities. Plaques and citation scrolls will be awarded to the five school systems which have instituted superior programs in this area.

Schoolmen who are serving as judges for this competition include: Willard E. Goslin, head, department of educational administration, George Peabody College for Teachers, and a past president of the AASA; A. C. Flora, former superintendent of schools, Columbia, South Carolina, and a past president of the NEA; and W. Howard Pillsbury, former superintendent of schools, Schenectady, New York, and a past president of the AASA.

Formal Presentation

Awards for both competitions will be presented at THE SCHOOL EXECUTIVE breakfasts to be held in conjunction with the AASA's regional meetings in St. Louis during February and in Boston during April. An analysis and description of contest materials will appear in the March and April issues of THE SCHOOL EXECUTIVE.

A Teacher's Check List On Values

Dr. Wilbur Murra, Educational Policies Commission member, contributes the following check list for teachers to evaluate their job in teaching moral and spiritual values in the schools.

1. Do you consider the character development of your pupils to be a major objective of your teaching?

2. Have you ever put in writing a list of the specific values which you try to teach?

3. In your relations with others (including your pupils and fellow teachers) do you try to live by the values which you seek to teach?

4. Do you encourage your pupils to make their own decisions on courses of conduct, refraining from telling them just what to do and what not to do?

5. Do you encourage the expression of, and show respect for, the ideas of individual students even when those ideas are unpopular or are rooted in ignorance?

6. Do you help the children or youth in your class to realize that they will achieve greater happiness in the long run if they sometimes forego momentary pleasure?

7. Do you refrain from indoctrinating your pupils with your own religious beliefs?

8. If you have a pupil who feels different from his classmates because of his "peculiar" religious belief or practices, do you reassure him that his religion is right *for him?*

9. If you have a pupil who feels different from his classmates because he and his family do not profess any religion, do you help him to feel comfortable with his lack of a creed?

10. Do you teach *about* religion, without hesitation and objectively, whenever the subject naturally comes up in your class?

11. Do you discuss the behavior problems and character development of your pupils with their parents?

12. Do you remind the citizens of your community that they inescapably share with their schools the responsibility for the moral conduct of the youth in their community?

Teachers who answer *yes* to the twelve questions in the check list are teaching in accord with the recommendations of the Educational Policies Commission report, *Moral and Spiritual Values in the Public Schools.* The report is available from the NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C., at $1 per copy.

Building and Equipment Needs Studied at NYU

A conference on school building and school equipment for modern instructional procedures was held on the Washington Square Campus of New York University on November 17.

The conference, sponsored by the

Department of Audio-Visual Instruction and the American Association of School Administrators of the NEA, placed special emphasis upon facilities for the use of multi-sensory aids to teaching. Approximately 100 educators, architects, and manufacturers' representatives were in attendance.

Irene F. Cypher, professor of education, New York University, served as chairman of the committee on arrangements for the conference. Other conference leaders included James J. McPherson, executive secretary, Department of Audio-Visual Instruction, NEA; Francis C. Rosecrance, associate dean, School of Education, New York University; Walter A. Anderson, chairman, Department of School Administration and Supervision, New York University; Walter D. Cocking, chairman, Board of Editors, THE SCHOOL EXECUTIVE; and Herbert Bruner, professor of education, New York University. Ann Hyer, assistant director, Department of Audio-Visual Instruction, NEA, served as conference recorder.

At the general session, Theodore D. Rice, professor of education, New York University, delivered an address on the nature and purposes of the modern school. The remainder of the day was devoted to panel and group discussions.

This conference initiated a three year program of intensive research and study on the problems connected with the use of various instructional materials.

Educators Urge Teaching Of Controversial Issues

Greater emphasis on current affairs to enable the nation's schoolchildren to understand the controversial issues in the world today keynoted the 31st annual meeting of the National Council for the Social Studies in Detroit, Michigan, November 22-24.

Council members attending the three-day meetings were teachers of history, sociology, economics, and government who teach classes dealing with international tensions, the American freedoms, racial and religious conflicts, and other controversial issues.

At the close of the meetings, council members agreed that "If young people are to behave intelligently during the present international emergency, schools must prepare children for the responsibilities they face as citizens."

Key speakers who addressed the convention were Lee M. Thurston, state superintendent of public instruction for Michigan; Senator Blair Moody of Michigan; Arch W. Troelstrup, professor of education, Stephens College, Columbia, Missouri; Ernest O. Melby, dean, School of Education, New York University; and Myrtle Roberts, teacher in the Dallas, Texas, Public Schools, and president of the council.

The council's new officers for the coming year are: President, Julian C. Aldrich, New York University; First Vice-President, John H. Haefner, State University of Iowa; and Second Vice-President, Mrs. Dorothy McClure Fraser, Adelphi College, New York.

The Social Studies Council, which has a membership of 5,000, is a department of the NEA. Next year's convention will be held in Dallas, Texas.



New Appointments On Kellogg Project

Elwood L. Prestwood has been appointed associate coordinator of the Cooperative Program in Educational Administration for the Middle Atlantic states.

The program, centered at Teachers College, Columbia University, is part of a five-year national project to improve the training of school administrators. It is being financed in eight regions in the country by the Kellogg Foundation. Membership in the Middle Atlantic area is composed of sixteen colleges and universities.

Dr. Prestwood was a consultant in school administration for the New York City management survey last year. He has been a research fellow of the Public Education Association and formerly served as supervising principal of schools in Slatington, Pennsylvania, from 1942-48.

Four other educators were appointed to the project as associates: Frederick C. McLaughlin, former director of the Public Education Association; William E. Arnold, on leave from the University of Pennsylvania; Kenneth Herrold, professor of guidance at Teachers College, Columbia University; and Howard Eckel, former research director of the American School Publishing Corporation.

Texas Group Studies School Boards

The school board, a link between school and community, is the subject of a new research project at the University of Texas.

The study, directed by Bascom Hayes who is on leave from the Texas Education Agency, is one of a number of projects carried on by the Southwest Cooperative Program in Educational Administration which has headquarters at the university.

Highlights of the projects will be a study and analysis of responsibilities and duties of school boards; their operating methods and activities; the relationship of school boards to the superintendent, other administrative personnel and school employees, governmental and other community agencies, and the public, including parents and other citizens.

An exploratory inquiry, in questionnaire form, was mailed to 300 selected Texas school systems by Irby B. Carruth, Austin school superintendent, and chairman of the Texas Committee of Ten, the group sponsoring the investigation. Five members of the Texas Association of School Administrators and five members of the Texas Association of

School Boards comprise the Committee of Ten.

The committee plans to make an intensive study of 50 school systems and will make visits to 25 school systems.

The school board study is one of a number of aspects of the Cooperative Program in Educational Administration, of which H. F. Alves is director.

Scholarship for Boy Scouts

While the Boy Scouts of America maintains a list of colleges and universities which offer scholarships to boy scouts, the organization's School Service Department reminds executives, scoutmasters, and advisers that even schools which have no special scholarships for boy scouts frequently give weight and consideration to a young man's record in scouting.

For information on schools which grant scholarships to boy scouts, write to the School Service, Boy Scouts of America, 2 Park Avenue, New York, N. Y.

1950-51 Index Available

The annual index to articles which have appeared in THE SCHOOL EXECUTIVE, Volume 69, September, 1950, to August, 1951, inclusive, is now available and will be sent to any subscriber free upon request to THE SCHOOL EXECUTIVE, 470 Fourth Avenue, New York 16, N. Y.

UN Education Service Goes Into Full Swing

Full-scale operations for the United Nations Education Service are now under way. Subscribers, numbering about 300 school systems, have already received their first special mailing which was a selection of materials for school use during UN Day and Week.

The new UN service, adopted by the NEA Committee on International Relations in October, 1950, provides two special services: a steady flow of material about international activities for the use of classroom teachers, and the establishment of an effective voice for education at UN headquarters. The organization's long-range goal is to bring the study of international relations into the curriculum of elementary and secondary schools.

Subscriptions, based upon number of students in average daily attendance in the school or school system, range from $20 to $50. For further information write to United Nations Education Service, 1201 Sixteenth Street, N. W., Washington 6, D. C.

SPOTLIGHT

Aiken County Calls In Building Consultants

The construction of a mammoth Savannah River "H" Bomb Project of the Atomic Energy Commission in Aiken County, South Carolina, has prompted the board of education to engage an educational consulting firm

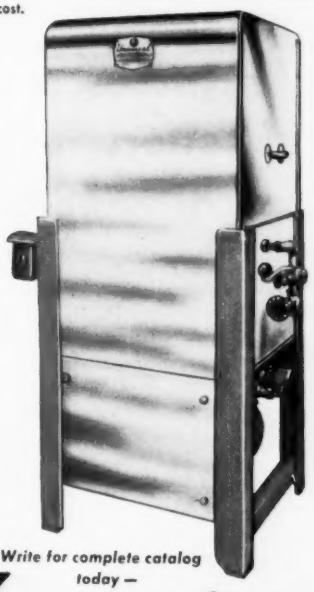
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to help solve its school building problems.

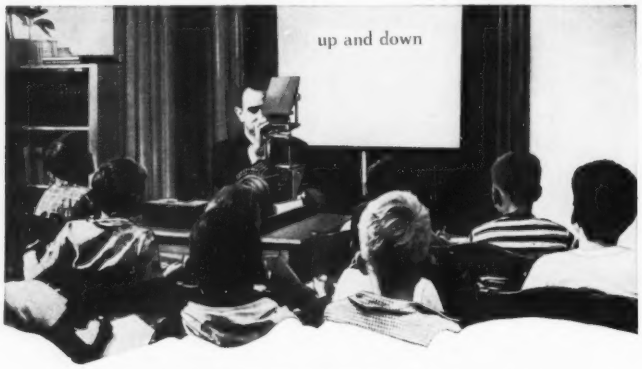
Engelhardt, Engelhardt, and Leggett, educational consultants, 59 Park Avenue, New York City, have been selected as the firm to conduct a three-year continuing survey of school building problems in the county.

County Superintendent of Schools, A. J. Rutland, in recommending that the survey be undertaken, pointed to the great expansion of school building facilities that will be necessary under the impact of thousands of new families moving into the area during the construction of the AEC project. An estimated 35,000 workers will be employed to build the plant with a smaller number of permanent employees operating the project.

Superintendent Rutland also stressed the need for a long-term building program. A major aspect of the contemplated building program will be to provide equalization of educational opportunities for all races.

Engelhardt, Engelhardt, and Leggett are now preparing technical studies to be submitted periodically to the board of education during the three-year course of the survey. A technical report on estimated normal school enrollment increases and on the holding power of the Aiken County Schools will be produced shortly.

SE-144



The **Tachistoscope** *provides* **highly effective Visual Aid** *in the* **teaching of Reading Skills**

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Gains exceeding 50% are being achieved by numerous classes, ranging from elementary to adult; many students have doubled their reading speeds in 12 weeks.

Basic Skills in Reading—as well as in Spelling, Arithmetic, Typewriting, Art and Music — are taught more rapidly and more effectively with the Keystone Tachistoscope.

Detailed Daily Programs have made possible the immediate success of many teachers using the tachistoscope for the first time.

Manual of Instructions, based upon experience in the classroom, is clear and specific.

The coupon will bring you detailed reports of results

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New World Teacher Group Slated for 1952

Major national teachers organizations outside the Iron Curtain will inaugurate a new international organization in 1952 to be known as the World Confederation of Organizations of the Teaching Profession.

The draft constitution of the new confederation, as drawn up by a committee of five representatives from each international organization, was approved by the delegate assembly of the World Organization of the Teaching Profession, the International Federation of Elementary and Secondary Teachers in Europe, and the *Fédération Internationale des Professeurs de l'Enseignement Secondaire Officiel* earlier this year. The inaugural meeting is expected to be scheduled in a city in western Europe in July, 1952.

Citizen Grants Private Award

A tribute was paid to the Hillside, New Jersey, public schools when a man walked into the offices of Wayne T. Branom, supervising principal, and offered a $1,000 award to be granted at commencement in June, 1952, to a senior high school boy and girl who showed the most promise in the fields of practical arts and home economics.

The award donor, whose name is

to be kept anonymous until graduation time, expressed the hope that the award will serve as an inspiration to many Hillside children for greater achievement. This private citizen felt that students in the field of the practical arts do not receive public recognition at commencement while scholastic-minded students are able to apply for various scholarships.

Churchill Names Woman Minister for Education

The responsibility for the education of Britain's 6 million schoolchildren has been given to Miss Florence Horsbrugh, Britain's new Minister of Education.

Miss Horsbrugh, a Scotswoman who has been a member of Parliament for 20 years and active in public life for 35 years, served as Parliamentary Secretary to the Ministry of Health during World War II. She was responsible for the evacuation of children from blitz-threatened cities to the safety of the countryside.

Among the many problems Miss Horsbrugh will face in her new position is the acute shortage of school buildings. While many of the buildings blitzed during the last war have been replaced or repaired, the increased population and the extra year British children now must spend at their studies have produced heavily overcrowded schools. New school building is proceeding slowly because raw materials and labor are scarce.

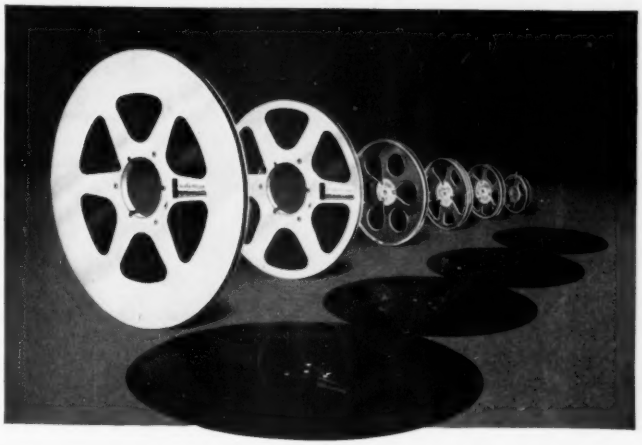
Competitive Leagues Put Strain on Younger Pupils

Highly organized competitive athletic leagues are undesirable for children and youth of elementary and junior high schools, according to Donald A. Dukelow, M.D., and Fred V. Hein, Ph.D., consultants to the American Medical Association Bureau of Health Education.

Writing in the November issue of *Today's Health*, a publication of the AMA, Drs. Dukelow and Hein expressed the following point of view: "The general public would do well to accept the professional advice of physicians and educators and allow

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it's audio for
truly professional quality in your
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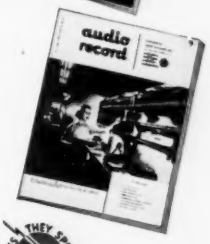
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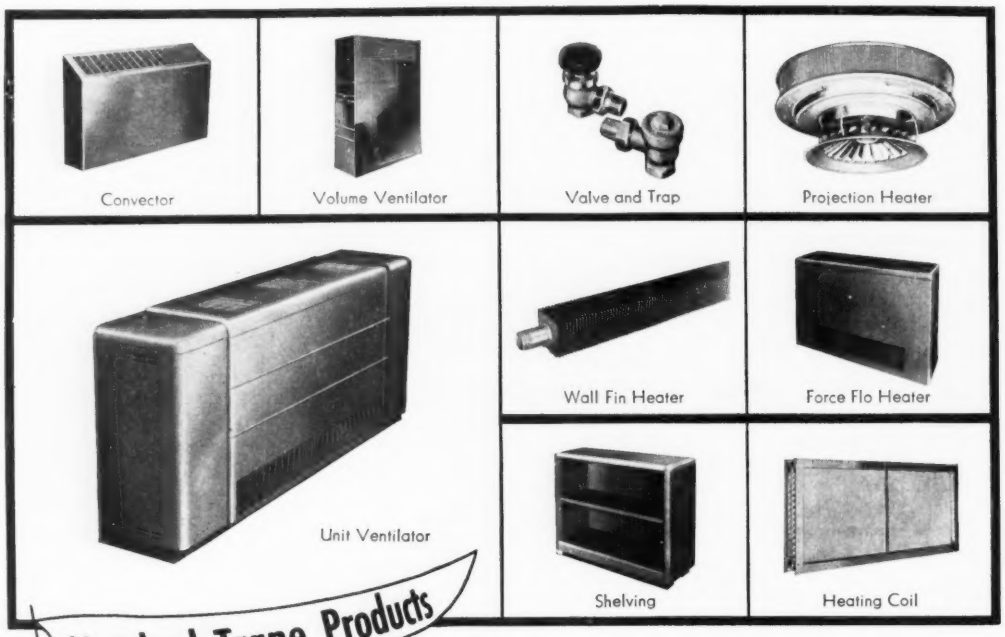
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For Every Heating and Ventilating Problem in the School

More and more schools are finding the answer to every heating and ventilating problem in the complete Trane line.

This wide array of equipment can be combined in various ways to create complete systems for every type of building. Or individual products can be used to solve specific problems in new or existing buildings.

UNIT VENTILATORS. For the school, the Trane Unit Ventilator is the most important single product. This attractive, yet ruggedly constructed unit fits under windows in the classroom to supply an abundance of fresh, healthful air, properly cleaned and warmed.

The versatile unit ventilator can be used: 1) alone to provide fresh, warm air, 2) in systems with Trane Convectors or Wall-Fin Heaters when supplementary heat is required, 3) combined with Trane Shelving and Convectors into one compact cabinet arrangement.

FOR CENTRAL SYSTEMS, TOO. When a central system is indicated, Trane Fans and Coils form an ideal team. The coils have a special feature that produces full heating capacity yet prevents drafts and freeze-up. The fans add their special advantages to create a combination that produces maximum heating and ventilating with a minimum of fuel and power consumption.

RELATED PRODUCTS. Other Trane products that have proved themselves invaluable in the school field are:

1. Projection Heaters—ideal for gymnasium heating because they hug the ceiling.
2. Volume Ventilators—provide fresh air for auditoriums and gymnasiums.
3. Force-Flo Heaters—for solving knotty doorway heating problems.
4. Steam Specialties and Hot Water Products—to make all Trane products operate more efficiently.

Each product offers a wide range of types and sizes from which to select. All are studded with exclusive Trane advantages. When incorporated into complete systems, there is the added advantage of products that are designed, tested and built together for service together.

Whatever the heating and ventilating problem in your school, your designer will find the right answer in the complete Trane line.



The Trane Unit Ventilator furnishes plenty of fresh air without drafts in this kindergarten room.



Convector, open and closed shelving, and unit ventilator, all in one Trane Unit at this school.



You can hardly see the Trane Projection Heaters suspended high at the ceiling in this gymnasium.

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To celebrate our 25th Anniversary we are conducting a search for the oldest floor, rug or carpet machine that is still in regular use. Your old machine may be the winner! Enter it NOW, subject to Rules of Contest:

1. Any make or model of floor, rug or carpet scrubbing machine is eligible for prizes if it is currently in regular use, daily or weekly.



2. To determine the age of any machine entered in this contest, the serial number will be submitted to the manufacturer, and the date assigned by him accepted.



3. A first prize of $300 will be awarded for the oldest floor machine. In addition, eight consolation prizes of $25 each will be awarded for the eight next oldest.

4. All entries must be postmarked no later than Nov. 30, 1952. Prizes will be awarded on Dec. 15, 1952.



5. Duplicate prizes will be awarded in case of ties.

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these youngsters to grow up without the unnecessary emotional and physical strain of playing gladiator in the public arena."

Parents, the doctors pointed out, want their children to have the best possible program of physical and health education, yet many reject the facts derived from exhaustive study of children in the first nine grades.

According to the article, physical education in schools should stress a well-rounded program of instruction for all children, and, for as many as possible, an interesting, extensive program of intramural competition in team, dual and individual sports. This should be supplemented by sports days and play days.

The country's leading educational and medical groups, the doctors stated, have recommended that "interscholastic leagues should be confined to senior high schools. Interschool activities for junior high school pupils should be limited to occasional meets or games. Junior high school boys should not compete in American football. An extensive program of intramural activities is strongly recommended for these students."

How to Get Emotionally Stable Teachers

Better methods of selecting teachers will insure schools of superior and more emotionally stable teachers, declares a report issued recently by the Metropolitan School Study Council.

The council, a research affiliate of Teachers College, Columbia University, is a cooperative organization of school systems in 71 cities and towns in the New York City area. The report was prepared by 40 teachers and administrators.

The committee points out that a systematic plan for hiring teachers should be an established administration procedure in every school system. This would aid in hiring better qualified and more emotionally stable teachers and should result in fewer staff dismissals.

An emotionally stable teacher, the committee believes, tries to remain

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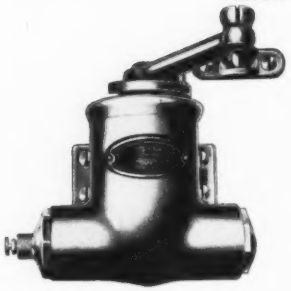
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So simple any child can operate it!

As simple to use as an auto radio! Push a button and it records—push another button and it plays. Two other buttons give you fast forward or fast reverse. It's quick, easy, convenient. This new tape recorder gives brilliant, rich reproduction with life-like fidelity—up to 4 hours on one 7-inch reel. Ideal for recording and reproducing voice or music—for home, industry, schools, churches, clubs. Compact, portable—and amazingly low priced. An engineering triumph by Wilcox-Gay, long-time pioneers in low cost quality recording.

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Slightly Higher West of the Rockies

- Weighs less than 20 lbs.
- Measures 12" x 14" x 7".
- Uses both 5" and 7" reels.
- 5 x 7 Elliptical Speaker
- High speed wind—forward and reverse.
- Tape may be erased and reused indefinitely.
- Available in two models:

Model 2A11—(two speeds) 3¾ and 1⅞. Plays up to 4 hours on one 7" reel.

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Conference

FEBRUARY

7-10, NEA Department of Audio-Visual Instruction, Boston.

9-14, Association for Supervision and Curriculum Development, NEA, Boston.

16-20, National Association of Secondary School Principals, Cincinnati, Ohio.

21-23, American Association of Colleges for Teacher Education, NEA, Chicago.

22-23, Central District Meeting, NEA Department of Elementary School Principals, St. Louis.

22-23, National School Boards Association, St. Louis.

22-25, NEA Department of Rural Education, St. Louis, Missouri.

23-27, Regional Convention, American Association of School Administrators, St. Louis.

25, Regional Convention, National School Public Relations Association, NEA, St. Louis.

25-26, Regional Meeting, American Educational Research Association, NEA, St. Louis.

26-29, Southern Regional Conference, American Association of Health, Physical Education, and Recreation, NEA, Atlanta.

MARCH

8-12, Regional Convention, American Association of School Administrators, Los Angeles.

10, Regional Convention, National School Public Relations Association, NEA, Los Angeles.

10, Regional Meeting, American Educational Research Association, NEA, Los Angeles.

17-19, Midwest Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Cincinnati, Ohio.

20-22, Middle Atlantic District Conference, NEA Department of Elementary School Principals, Atlantic City.

26-29, Central Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Topeka, Kansas.

27-29, South Central Regional Meeting NEA Department of Elementary School Principals, New Orleans.

27-29, Midwest Conference on Rural Life and Education, Sioux Falls, South Dakota.

Calendar

31-April 3, National Convention of the Association of Deans of Women, Los Angeles.

APRIL

5-7, Area Meeting, NEA Department of Rural Education, Boston.

5-9, Regional Convention, American Association of School Administrators, Boston.

6-10, Northwest Regional Conference and Southwest Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Los Angeles.

7, Regional Convention, National School Public Relations Association, NEA, Boston.

7, Regional Meeting, American Education Research Association, NEA, Boston.

16-19, National Conference on Higher Education, Chicago.

20-22, Midwest Conference on Administrative Leadership Serving Community Schools, AASA and NEA Department of Rural Education, Fargo, North Dakota.

27-May 1, Eastern Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Portland, Maine.

30-May 3, International Council for Exceptional Children, NEA, Omaha, Nebraska.

30-May 3, American Industrial Arts Association, NEA, Chicago.

JUNE

15-21, Sixth Biennial School for Executives, sponsored by American Association of Colleges for Teacher Education, Michigan State Normal College, Ypsilanti.

16-19, National Association of Student Councils of the National Association of Secondary School Principals, Evanston, Illinois.

30, NEA Department of Elementary School Principals, Detroit.

30-July 5, National Education Association, Detroit.

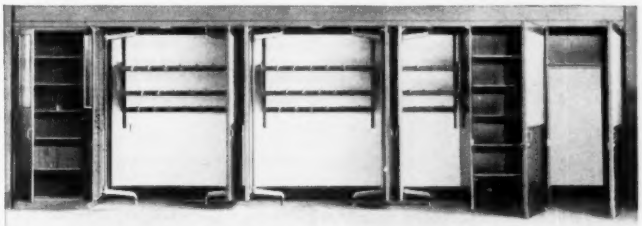
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R-W Classroom Wardrobes

IN 13 MORE SCHOOLS



Public School 195, one of 13 new Brooklyn schools recently designed and built by the New York Board of Education, all equipped with R-W No. 780 Wardrobes. Caristo Construction Corp., general contractor.



R-W No. 780 School Wardrobe with fully receding pupils' doors, individually operated. 5-Door pupils' section, equipped with hat and coat racks, accommodates 40 pupils.

From Brooklyn to Santa Barbara, from Bemidji to Baton Rouge, more and more schools every year are equipped with R-W classroom wardrobes because they provide so many *extras:*

- **Simplicity of Design**
- **Ease of Installation**
- **Flush Front Sanitary Construction**
- **Minimum Space Requirements**
- **Maximum Space for Wraps**

R-W wardrobes are manufactured in three standard principles of operation:

No. 883 Multiple Operation • No. 781 Pair Operation
No. 780 Individual Door Operation

Each type has its special features and adaptations to conditions established by the architect. Can be furnished complete (with flush doors, coat racks, chalk boards, cork boards and other accessories) in standard finishes. For further information about school wardrobes by Richards-Wilcox please get in touch with our nearest office.

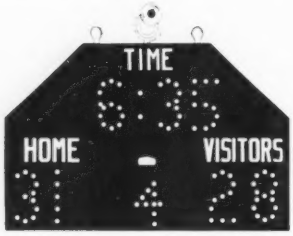
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calm, poised and even good-humored under professional pressure. These teachers are also sympathetic and alert to the needs of children.

According to the committees, screening undesirable teacher candidates can be done when students are applying to teachers' colleges, during their training period, at the time of employment and assignment to positions, at promotion time or when a teacher is up for reassignment, and during the probationary period.

In its report, the committee includes samples of four specially constructed application forms to enable schools to make the best selection of teachers.

AASA Invites School Building Exhibits

An exhibit of plans of public, private, and parochial school buildings below college level, constructed since 1947 or now in the process of being constructed, will be an important feature at each of the three regional conventions of the American Association of School Administrators in St. Louis, February 25-27; Los Angeles, March 8-12; and Boston, April 5-9.

Architects are invited to enter exhibits at any or at all of the regional conventions. The same exhibit may be entered at all three conventions if the architect assumes responsibility for transportation and pays the entry fee at each exhibit.

The school building exhibits are sponsored jointly by the American Institute of Architects and the AASA. Entry blanks together with detailed instructions are now available and can be secured by writing to the AASA, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Student Migration is Low, Study Reports

Approximately 80 percent of college undergraduates attend institutions within their own states, according to a U. S. Office of Education study recently completed.

The proximity to a college or university is a major factor in migration,

SE-119

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Just ONE 1/32" pin-hole size faucet LEAK MUSHROOMS into ATOMIC WASTE of approximately 76,000 gallons of water yearly—COSTING: $10.13 @ $1 per M cubic feet

If a hot water faucet, then actual FUEL WASTED heating 76,000 gallons costs approximately:

$27.65 if coal (7,900 lbs.)
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STOP this needless WASTE during today's MATERIAL and MANPOWER shortages with 'SEXAUER' "Easy-Tites" that outwear ordinary faucet washers 6-to-1, thus SAVING labor on 5 REPEAT repairs, PLUS water and fuel, while prolonging the life of SCARCE fixtures.

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...a modern laboratory triumph, are compounded from du PONT NEOPRENE instead of rubber—to withstand DESTRUCTIVE HEAT common in present-day super-heating water systems—that formerly broke down washer's structure (tested to withstand 300°F.).

Built like a tire with fabric re-inforcement they resist the grinding, closing squeeze that SPLIT and MUSH ordinary washers out of shape...causing LEAKS.

Through combining NEOPRENE and FABRIC RE-INFORCEMENT they OUTWEAR ordinary washers 6-to-1 on hot or cold TAPS—thus you slash water fuel and labor costs.

THE NEW 'SEXAUER' CATALOG



Edition F, just out pictures over 2500 TRIPLE-WEAR plumbing REPAIR parts and Pat'd. Precision Tools. It's today's accepted buying guide for discriminating purchasing and maintenance personnel among thousands of top PLANTS, INSTITUTIONS and GOVT. AGENCIES that rely on SEXAUER repair materials. *Send for your copy today!*

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the report notes. Less migration was found in those states where educational facilities were readily accessible to the majority of students.

However, variations among states were noted. New Jersey, Connecticut and Delaware retain the smallest proportion of their residents, while California, Texas and Utah retain the highest proportion.

The proportion of the population attending college is steadily increasing. In 1930-31, one person attended college for every 123 residents in the United States; in 1938-39, one attended for every 108. The proportion is now one for every 81 persons.

A Superintendent Reports on His Schools

Meeting the Educational Needs of Little Rock, the annual report of Superintendent Harry A. Little to the citizens of Little Rock, Arkansas, 1950-51, is primarily a source book on the public schools. The booklet is a good example of the kind of reporting citizens welcome on the status of their schools. The public wants to know how the school is organized, its personnel, how the curriculum serves the pupils, how the school program is housed, how the school dollar is spent, what was done this year that is of notable achievement, and what is the trend for the future. Little Rock tells its story . . . it is simple, direct and to the point.

Preview of Army Life Given to H. S. Seniors

Seniors in Shaker Heights High School, Cleveland, Ohio, are being given a course on what they may expect if they enter one of the armed services. This preview of army life is causing many of them to change their minds about which branch of service they prefer.

The purpose of the course is to familiarize students with the life they will lead as recruits and to present information that will help them select the branch of service they prefer.

Only 11 percent preferred the

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"Science Kit" for effective teaching

Saves Time
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Saves Effort



"SCIENCE KIT"—a complete portable laboratory, containing over 70 pieces of quality apparatus essential to interesting science teaching. Teacher's Manual covers 14 Units of Experiences; Manual of Astronomy; Star Chart; Blough and Blackwood's *Teaching Elementary Science.*

- Simple to use—experiments CLEARLY explained
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"SCIENCE KIT" is successfully used in over 15,000 schools in every State. Here's the answer to your problem of elementary science equipment! IMMEDIATE DELIVERY.

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A Chair Designed to Make History

NEW TABLET ARM CHAIR that FOLDS

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Will make its mark as one of the most useful adjuncts to portable seating ever devised.

This FOLDING TABLET ARM CHAIR is just the thing for

LECTURES
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LABORATORIES
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SEMINARS
TAKING MINUTES, NOTES, DICTATION, etc.

The arm is an integral part of the chair—NOT AN ATTACHMENT. It may be adjusted to several positions —

1) Raised upright to permit free ingress and egress.
2) Completely lowered to the side.
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No. 2317-WTA
Doubly Reinforced Steel Frame with Plywood Seat and Solid Wood Arm. Available with Seat only or Seat and Back upholstered.

Folds to 3" thin.

Rubber Feet prevent noise and marring.

The Only Folding Chair of its Kind anywhere.

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SE-128

SAVE
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ELECTRIC
HAND OR HAIR DRYERS



Save valuable maintenance time and eliminate continuing towel expense. New high-speed Sani-Dri provides quick, automatic hand or hair drying service 24 hours a day year after year! Sani-Dri is a permanent solution to your washroom sanitation and drying problem . . . and SAVES UP TO 85% OF YOUR WASHROOM COSTS!

NEW FASTER-DRYING FEATURES!

- *New faster-drying heating element!*
- *New smaller, oval nozzle produces more concentrated stream of air!*
- *Instant starting push-button switch with automatic shut off!*

All Sani-Dri Electric Dryers are GUARANTEED, and have carried the Underwriter's Seal of Approval for over 18 years!



New Brochure!
Shows all Sani-Dri hand and hair dryer models with new high-speed drying features . . . plus installation pictures. Write today!

Manufacturers of Stools, Table Bases and Costumers for Restaurants and Soda Fountains.

Distributors in Principal Cities

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"Dependable Since 1897"
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SPOTLIGHT

Army when they began the course, but 35 percent listed it as their top choice at the end. The Navy sank from 45 percent at the start to 21 percent at the end; the Air Force rose from 28 to 39 percent; the Marines sank from 8 to 2 percent and the Coast Guard dropped from 5 to 3 percent.

Lido Beach School Takes First Prize

Plans for the erection of a modern elementary-junior high school building at Lido Beach, New York, are nearing completion, the Long Beach Board of Education announced recently.

The new building, designed to house 1,000 pupils, is situated on a 36-acre site. The structure not only will combine recent educational and architectural advances, but also will help solve the present problems of scarce materials and high construction and maintenance costs, said David G. Salten, superintendent of the Long Beach Schools.

At a conference of school superintendents of New York State at Saranac Inn in October, the new school was hailed as the *School of the Future*. On October 15 the new school was awarded first prize for the best designed school for the State of New York at the convention of the New York State Association of Architects in Buffalo, N. Y.

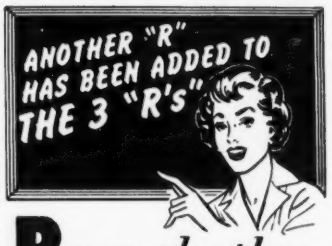
California Leads Nation In Safe Driving Program

A bronze plaque was awarded to the state of California for leading the other states in the nation in training its high school students to be safe drivers. This was the third time that California took top honors in the National High School Driver Education Award Program sponsored by the Association of Casualty and Surety Companies, 60 John Street, New York 38, N. Y.

Presentation of the award was made at the meeting of the Education Section of the Governor's Highway Safety Conference.

The 110,953 students enrolled in

SE-129



R IS FOR *rhythm*

DO YOU TEACH
★ PHYSICAL ED.
★ TYPING
★ DANCING
★ SWIMMING
★ MUSIC
★ SPEECH



Then . . . you are vitally interested in
TEMPO CONTROL
as it applies in your daily teaching . . .

MODEL RP-43VC
$269.95 net

The perfect tool for teaching with Rhythm is the
Rhythmaster

which in addition to playing your 78 - 45 - 33⅓ R.P.M. records allows you to vary these speeds as much as 40% and still retain the solidity of the rhythmic beat without any waver.

3 EDUCATIONAL TOOLS IN ONE:

(A) A Professional-Type Full Range High Fidelity Phonograph.

(B) A High Fidelity Public Address System (when microphone is plugged in).

(C) A High Fidelity Broadcast Receiver (when used with an AM or FM Tuner).

★ With the **Rhythmaster** you can play any 33⅓, 45 or 78 R.P.M. record at its regular recorded speed, or at **any increased or decreased speed which best meets the exact requirements of teacher and pupil.**

★ By plugging a microphone into input provided, the instructor can superimpose his or her voice over the melody being played and **accent the record with personal comments and instructions.**

★ Powerful amplifier and speaker afford **undistorted volume accommodating 350 to 400 students** in auditorium, gymnasium or other extremely large room heretofore not possible to cover.

IT COSTS LESS TO BUY REK-O-KUT

QUALITY is the word for REK-O-KUT . . . Your REK-O-KUT phonograph or recorder will serve you faithfully, without maintenance or breakdown, day-in and day-out. It will pay you well to buy REK-O-KUT . . . **it costs less in the long run.**

WRITE FOR NEW, 1951 CATALOGUE OF REK-O-KUT INSTRUMENTS FOR THE EDUCATIONAL FIELD.

REK-O-KUT CO.
38-15 Queens Boulevard
Long Island City 1, N. Y.

driver training courses during the 1950-51 term in California topped the nation's record. Second highest was Illinois with 79,000 students in the training program. New York and Massachusetts were third and fourth with total enrollments of 43,653 and 43,634 respectively.

The purpose of the award program is to give recognition to state governmental agencies responsible for public education and highway safety, and to mark the progress of non-official groups within a state which have consistently supported high school driver education programs.

Texas Teachers Hold Annual Convention

Texas teachers, supervisors, and school administrators met at Houston for the 73rd annual convention of the Texas State Teachers Association, November 22-24. The general theme for the meeting was *Citizenship and the Three R's.*

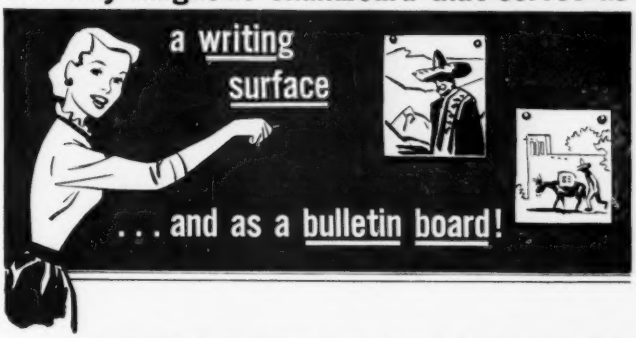
Mortimer Brown, president of the association, opened the 1951 meeting which had brought together some of the nation's outstanding administrators to deliver major addresses and to serve as consultants in panel discussions.

Discussion groups on professional problems explored such subjects as improving teacher education-certification standards, in-service training, public relations and practices, and curriculum development and trends. In addition, convention members met in more than 50 different section meetings to exchange ideas on all aspects of the school's program.

Keynote speakers at general sessions included the following: Robert L. Sutherland, director of Hogg Foundation, Austin, Texas; Lawrence Derthick, superintendent of schools, Chattanooga, Tennessee; Mabel Studebaker, former NEA president, Erie, Pennsylvania; Willard Goslin, Peabody College, Nashville, Tennessee; Walter D. Cocking, chairman of the Board of Editors, The American School Publishing Corporation, New York City; and L. D. Haskew, dean, College of Education, University of Texas, Austin.

SE-133

The only magnetic chalkboard that serves as



—The ARMORPLY® CHALKBOARD

What a *boon* the Armorply Chalkboard is to present-day teaching!

It serves in a *dual* capacity . . . as a chalkboard . . . and as a bulletin board!

As a writing surface, the Armorply Chalkboard is unsurpassed. It is made in *Chlorophyll Green* . . . the color that supplies maximum readability . . . eye ease . . . and pleasing appearance.

It takes chalk beautifully . . . without noise, without scratching. Is easily cleaned . . . does not choke with chalk . . . needs *no* re-surfacing.


Will not warp or buckle.

As a bulletin board, the Armorply Chalkboard has a *magnetic* personality. Its porcelain-on-steel face attracts small *permanent* magnets that permit the posting and removal of papers . . . easily, quickly, neatly.

Armorply Chalkboard is guaranteed for the life of the building—guaranteed against cracking, refinishing and replacement.

The result of long study and research, the Armorply Chalkboard has been thoroughly tested. It will not buckle or warp . . . cannot explode, shatter, or break under impact, stress, temperature changes or concussion.


Can be permanently installed or be a portable unit.

Send for complete information and prices on the Armorply Chalkboard today.

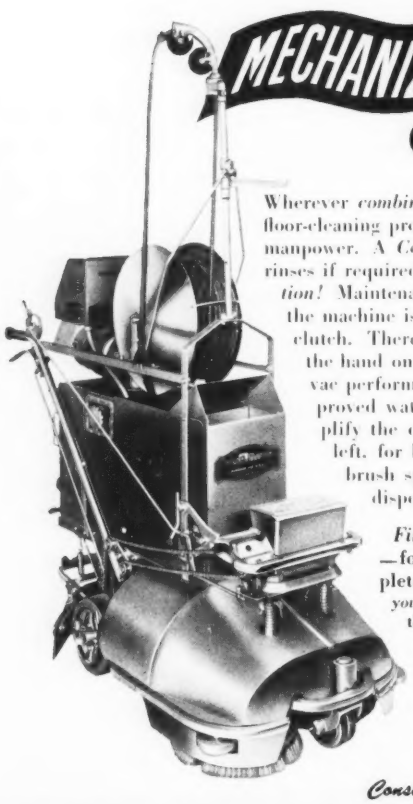


UNITED STATES PLYWOOD CORPORATION
55 West 44th Street, New York 36, N. Y.

Largest Plywood Organization in the World



Let's not clean away dollars and man-hours with costly, inadequate floor care



MECHANIZE your floor-cleaning with a COMBINATION SCRUBBER-VAC!

Wherever *combination-machine-scrubbing* is the practical solution to the floor-cleaning problem, any lesser, slower method is wasteful of money and manpower. A *Combination Scrubber-Vac* applies the cleanser, scrubs, rinses if required, and picks up (damp-dries the floor) — *all in one operation!* Maintenance men like the *four-in-one feature* . . . also the fact that the machine is simple to operate. It's *self-propelled*, and has a *positive* clutch. There are no switches to set for *fast* or *slow* — slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. Cable reel is self-winding. Improved waterproof wiring and minimum electrical connections simplify the cleaning of the machine. *Model 213P Scrubber-Vac* at left, for heavy duty scrubbing of large-area floors, has a 26-inch brush spread, and cleans up to 8,750 sq. ft. per hour! (Powder dispenser is optional.)

Finnell **makes *Scrubber-Vac Machines* in a full range of sizes — for small, vast, and intermediate operations. From this complete line, you can choose the size that's exactly right for** *your* **job (no need to *over-buy* or *under-buy*). It's also good to know that you can lease or purchase a *Scrubber-Vac*, and that *there's a Finnell man nearby* to help train your maintenance operators in the proper use of the machine . . . to recommend cleaning schedules for most effectual care . . . and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest *Finnell Branch* or Finnell System, Inc., 3101 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.**

Conserve Manpower with Completely Mechanized Scrubbing

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines

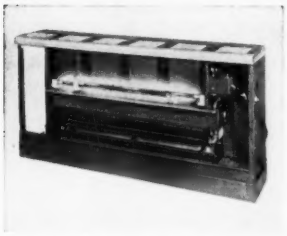
Everything FINNELL for Floor Care

BRANCHES IN ALL PRINCIPAL CITIES

School Equipment News

Unit Ventilators SE-201

With Germicidal Lamps



Herman Nelson has announced that all models of their unit ventilators may now be obtained with germicidal lamps as an integral part of the equipment. Tests conducted at General Electric's Nela Park laboratories have been so successful in obtaining a high bacteria kill that the equipment is being made available immediately.

Both the Draft/Stop system of Unit Ventilation as well as all Herman Nelson General Purpose Unit Ventilators are available with the Germicidal Lamps as accessory equipment.

Because of the relatively crowded conditions of most schools, the need for bacteria killing equipment is of prime importance. Recent studies of the effect of ultraviolet rays show that adequate ultraviolet ray disinfection provides air equivalent to outdoor air. Installed in unit ventilators, Germicidal Lamps, in effect, double the amount of pure air available for each child in the classroom.

Herman Nelson Div., American Air Filter Co., Inc., Moline, Ill.

Radiant Ceiling SE-202

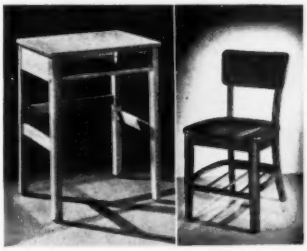
With Acoustical Control

The Burgess-Manning Ceiling features radiant heating and cooling with acoustical control. It consists of modular, perforated metal panels, suspended from a grid or coil system. Heat is conducted from the coils to the panels which, in turn, radiate heat to objects in the room. An acousti-thermal blanket placed above the heating coils provides high-level acoustical control and also serves as thermal insulation and as a vapor barrier.

Burgess-Manning Co., Architectural Products Div., 5970 Northwest Highway, Chicago 31, Ill.

Desk and Chair Unit SE-203

Desk Features Plastic Top



A new line of multi-functional school furniture, comprises a movable desk and chair unit, a new trapezoidally shaped table especially designed for group activities, a round table with circular bookshelf for kindergarten and library purposes, a universal table with bookboxes, and utility tables in all standard top sizes.

All items in this line are designed for use in conjunction with each other, according to varying classroom needs. All desks and tables in the line are made with plastic Natcolite school tops, using Nevamar laminates in wood grain patterns which have been especially developed for low uniform light reflectivity.

Two finishes are available: Honey Maple and Silver Birch in standard sizes and standard heights ranging from kindergarten through college.

National School Furniture Co., Div. of National Store Fixture Co., Inc., Baltimore 23, Md.

Food Cart SE-204

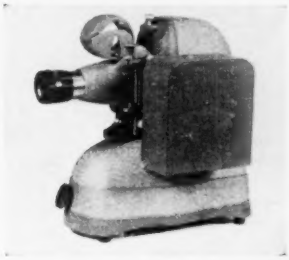
Keeps Foods Warm

School districts which do not maintain separate kitchens at each school will find the Naco Portable Electric Food Cart an invaluable aid. With this method, food is prepared at a central kitchen and kept warm in the carts. Taken by trucks to the schools, the carts plug into any light socket and the food is ready to serve instantly.

National Cornice Works, 1323 Channing St., Los Angeles 21, Calif.

Projector SE-205

With Electric Film Advance



A 1,000-watt electrically operated filmstrip projector has been announced by DuKane Corporation. The filmstrip is advanced one frame at a time by the new "synchrowink" electrical film advance which changes the picture in one twentieth of a second.

The projector is controlled by an electrical push button, or by connecting it to the DuKane 30/50 automatic 8-watt amplifier and 3-speed turntable for fully automatic sound slidefilm projection.

This new unit provides much larger and brighter pictures than have heretofore been available. It will take slidefilms from the classroom into the auditorium.

DuKane Corp., St. Charles, Ill.

TV Microscope

SE-206

For Group Viewing



The RCA Laboratories Division have a developmental television microscope for use in science education. The unit consists basically of a compact television system called industrial television. The group viewing is made possible by using the small television camera instead of the human eye for looking through the microscope. The image seen by the camera eye is carried over a closed circuit to a receiving unit, where it is reproduced on a large viewing screen.

The obvious advantage of this new development is that it allows large groups of persons, such as science classes, to view simultaneously a magnified image of a specimen, rather than limiting observation to one person at a time.

RADIO CORPORATION OF AMERICA, Camden, N. J.

SE-35



Master
PADLOCKS

No. 1525 The finest in key-controlled padlock protection. Thousands of combinations protect the student — yet only one school-owned Master Key opens every locker. Precision built for long life, trouble-free service. Priced to fit school budgets.

No. 1500 Same as No. 1525, but without key control. Long time school favorite — in the bargain-price bracket.

Compare **QUALITY!**
Compare **VALUE!**
Compare **PRICE!**

Write today to Dept. 8

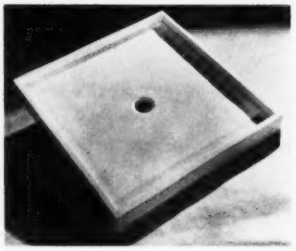
Also makers of world famous
MASTER LAMINATED Padlocks
Strongest construction known. Unbeatable protection for lab equipment, storage rooms, gates, athletic lockers, book stores, etc.

Master Lock Company, Milwaukee 45, Wis. • *World's Leading Padlock Manufacturers*

Shower Stall Base

SE-207

Is Leak Free



The new Tuf-Lite Receptor weighs only 20 lbs, making light work of shipping, handling, and installation. The all-in-one-piece, seamless construction assures a leak-free lifetime and does away with the need for lead-pan insulation. The simulated basket-weave design molded into the matte surface is insurance against skidding accidents.

A relatively new material is used, a molded, reinforced plastic stronger than steel and lighter than aluminum. In normal usage, the receptors are virtually indestructible.

Available in a range of colors which are molded through from surface to surface, the receptors never need painting or refinishing. They will not crack, chip, peel, or rust.

KAYTEL, INC., 40 E. 40 St., New York 16, N. Y.

Jointer

SE-208

In 6″ and 8″ Cutterhead Sizes

J. D. Wallace have developed a new line of Jointers in the 6″ and 8″ cutterhead sizes to meet the need for a quality jointer at a moderate price.

The 8″ models have four knives, angle-set to give a shearing cut. The jointers incorporate a motor-mounting bracket, permitting use of general-purpose motors by those who already have motor equipment.

Motors of 3600 rpm speed may be mounted on top of the motor brackets for direct coupling to the cutterhead. With 1750 rpm motors, the motors are inverted and hung from the underside of the motor brackets, belted for V-pulley drive. One-half h.p. motors are recommended for the 6″ models and ¾ h.p. for the 8″ machines.

The 8″ jointers are available in a variety of table lengths up to an overall measure of 6′ 4″.

J. D. WALLACE & Co., 134 S. California Ave., Chicago 12, Ill.

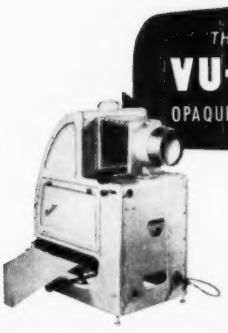
NEW Beseler TEACHING AID

Mailed FREE to you on request



OPAQUE PROJECTION PRACTICES is a free service bulletin; a literary clearing-house of visual teaching practices in all grades and for all subjects. It discusses many applications of opaque projection to improving student interest and understanding. It is a medium of exchange, between classroom teachers, relating to specific usages of the opaque projector at all teaching levels. It is a continuing study of current information on the growing place and use of the opaque projector in modern visual education. Its frequent listing of free source material alone is invaluable to teachers with limited budgets.

Fill out and mail the coupon below, and we shall gladly send you with our compliments the current issue of OPAQUE PROJECTION PRACTICES, and mail you regularly forthcoming issues.



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The World's Largest Manufacturer of Opaque Projection Equipment

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NAME _____

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ADDRESS _____ (Home or School)

CITY _____ ZONE _____ STATE _____

Enamel

SE-209

For Locker, Shower Rooms

A special coating for painting locker and shower room walls has been announced by United Laboratories, Inc. Known as Certified Wet Surface Enamel No. 445, the product is especially adaptable to painting surfaces which are constantly damp and where humidity in rooms is constantly high. Ordinary paints used for such purposes are subject to easy peeling and will usually not withstand the constant moisture in the air and on the surface.

This enamel may be applied directly to clean surfaces which are actually damp at the time of application. The material is available in white and in several colors.

United Laboratories, Inc., 16801 Euclid Ave., Cleveland 12, Ohio.

Index Changer

SE-210

And Adapter

The line of adapters which make the GoldE Index Automatic Slide Changer completely adaptable to virtually all types of 2 x 2 slide projectors, no matter whose make, are now available.

These adapters, which are now packed with the Index Changer, fit the Index to virtually every kind of 2 x 2 slide projector, and can be applied in less than one minute, for automatic slide showings. Among the projectors which the GoldE Index Changer will now fit are: GoldE, Eastman, Argus, Bell & Howell, TDC, SVE, Viewlex, and Ampro.

The GoldE Mfg. Co., 1220 W. Madison St., Chicago 7, Ill.

SE-211

Kitchen Utensil Scrubber

Maintains Sanitary Conditions



The new and completely portable Strand Clean-Up Machine is powered for heavy-duty scrubbing, scouring, and polishing of pots, pans, and other kitchen utensils and equipment.

Operating on the flexible shaft principle, the machine has a two-speed motor that drives a Strand flexible shaft six feet long. It comes equipped with two brushes for attachment to a readily-gripped hand piece at the end of the shaft. The whirling action of the brushes removes stubborn food stains, food encrustations, grease, and heat-hardened burnt food particles from such surfaces and materials as aluminum, stainless steel, copper, ironware, enamelware, and wood.

In use, the all-purpose Clean-Up Machine is started by a three-position thumb-piece switch, high speed, off, and low speed, that is vapor- and moisture-proof. The heavy-duty Strand shaft is covered with a rubber casing for protection against moisture, vapor, soaps, and detergents. For special applications, the shaft is available up to 30 feet long.

Standard equipment for the Strand machine includes two brushes, one nylon, and one wire with stainless steel bristles, easily attached and interchanged by a simple snap-on method without the use of tools.

The Balmar Corp., N. A. Strand Div., Woodberry, Baltimore 11, Md.

SE-37



SHOPPING FOR EXHIBIT CASES ?

BUYERS of exhibit cases everywhere are choosing Michaels "Time-Tight" Cases because they are tops in design, quality, structural features, appearance and usefulness

Michaels cases offer Innerlocking Frames, an exclusive feature; fully mitered intersections; no screws exposed on face of frames, and other structural advantages.

These cases are designed for maximum visibility; to enhance the appearance of exhibits; to eliminate handling and theft as well as the ingress of dust, vermin and moisture. They are made in a wide variety of styles (table, aisle, wall, corner, suspended and recessed) and in any practical size to take care of virtually all exhibit requirements. If it is necessary to meet specific needs, Michaels will design and build special cases to your specifications.

"Time-Tight" Cases are used extensively in museums, art galleries, libraries, universities, colleges, schools, science laboratories and various related types of display rooms.

Write for literature which contains complete information.

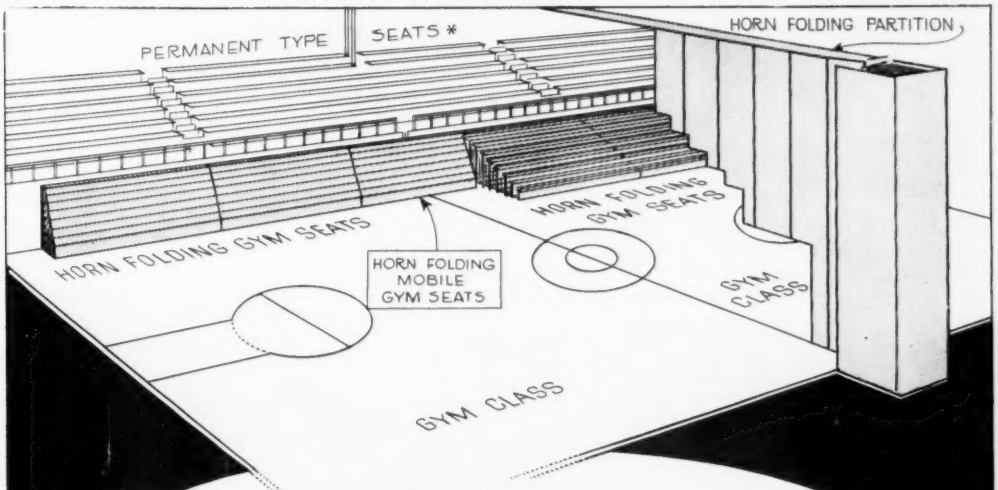
MUSEUM CASE DIVISION OF

The MICHAELS ART BRONZE CO., Inc., 243 Court St., Covington, Ky.

Manufacturers since 1870 of many products in Bronze, Aluminum and other Metals

SE-31

ANOTHER FACTORY INSTALLED HORN GYM PLAN!

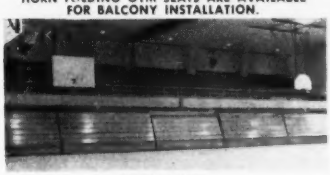


LARGE OR SMALL

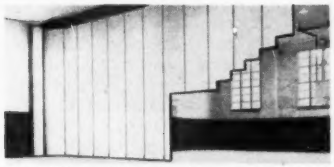
HORN FOLDING GYM SEATS *and* HORN FOLDING PARTITIONS

UTILIZE YOUR GYM SPACE

*HORN FOLDING GYM SEATS ARE AVAILABLE FOR BALCONY INSTALLATION.



SEATS CLOSED



PARTITION OPENING—Note "Cutout" Construction



PARTITIONS RECESSED

HORN, since 1909, have designed, manufactured and installed folding gym seats and folding partitions engineered to utilize precious gym space. The Horn Gym Plan permits multi-gym operation. With the Gym Seats folded and the Partition "out", the main floor can be divided into separate gymnasiums for multiple use. Whatever your requirements may be, there is a HORN PLAN for you. HORN representatives are located in principal cities from coast to coast. WRITE FOR FREE CATALOGS.

SAVE TIME, LABOR AND SPACE WITH HORN FOLDING GYM STAGES. HORN FOLDING STAGES are available in various sizes to meet your needs. Write for complete details and folder.

HORN, WORLD'S LARGEST MANUFACTURERS OF FOLDING PARTITIONS, FOLDING GYM SEATS AND FOLDING STAGES.

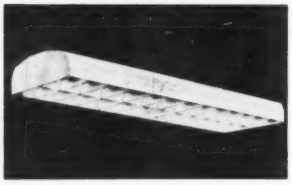
HORN BROTHERS COMPANY

FORT DODGE, IOWA

Luminaire

SE-212

Low Cost, High Quality



Pittsburgh Reflector Co. announces the introduction of the Norwin, a new all-white, two-lamp fluorescent luminaire of trim, clean-cut appearance and over-all efficiency of 82%. It is especially suited for use in schools where high-quality, low-cost illumination is essential.

Features include: a rugged chassis; egg-crate louver assembly which hinges from either side for quick, easy maintenance; 25° crosswise and 35° lengthwise shielding. Sheet-steel side-panels are welded to die-stamped ends; simplified installation keeps down initial costs. No tools are needed for servicing, while continued high-efficiency through the years is assured through the hot-bond, high efficiency, white finish with a minimum reflective of 87%.

The Norwin is 48 ⅛" long, 17" wide, 5" deep and uses two T-12 40-watt lamps. It may be surface or pendant mounted; individually or in continuous rows.

Pittsburgh Reflector Co., 424 Oliver Building, Pittsburgh 22, Pa.

SE-39

MULTI-MATIC

will cut payroll time in half in YOUR school, too!

Cut clerical costs on a basic accounting job like payroll . . . and you've done something really important. That's why the news of what Remington Rand Multi-Matic can do is traveling fast.

With Multi-Matic, *one writing* gives you these three records:

1. *Employee's Pay Statement* 2. *Earnings History Record*
3. *Payroll Register*

You save—because one writing replaces three. You save—because you eliminate transcription errors. And you save—because your office records are exact carbon copies of the Earnings Statement and check (or cash payment slip) issued to each employee. Get the facts—now. Write today for your free copy of Booklet LL 162. Address Management Controls Reference Library, Room 1622, 315 Fourth Avenue, New York 10, N. Y.



An inexperienced girl can learn to operate Multi-Matic in a few minutes.

Remington Rand INC

Visible Filing

SE-213

For Small Articles



The Handi-Jar is a new visible filing system for small parts and articles, nails, screws, fittings, etc., that makes it easy to select the item you need quickly and easily. It is suitable for use in repair departments, laboratories, etc.

Patented spring clip makes removal and replacement of the screw top jar rapid and effortless. Etched space on the front of the jar provides room for affixing identification label.

The composition plaque comes with twelve 4-ounce jars or 6-ounce jars. Also available in special sizes.

Handi-Jar Corp., 1601 Fisher Building, Detroit 2, Mich.

White Enamel

SE-214

Has No Side Sheen

A true flat white enamel, combining the soft decorative appearance of a flat paint with the hardness and durability of enamel, is being marketed under the name Dulux Super-White Flat Enamel.

The new finish dries to an exceptionally smooth, velvety surface on walls, with no side sheen and is equally satisfactory for trim and woodwork. It has a high degree of smudge resistance.

It dries overnight to a tough, washable surface. The enamel has good holdout and hiding properties, laps well, and has excellent flow and freedom from sagging. It has the same, easy brushing as Dulux Super-White Gloss and Eggshell enamels.

E. I. Du Pont de Nemours & Co., Inc., Wilmington, Del.

SE-32

UNPARALLELED PASSENGER PROTECTION!

the new 1952 Superior PIONEER



In buying a school bus, one consideration outweighs all others, namely—the safety of your children. This view shows you, at a glance, how the new 1952 Superior Pioneer provides unparalleled passenger protection.

Notice the Pioneer's *exclusive* Inner Safe-T-Shield, multi-ribbed for strength many times that of flat paneling . . . the massive guard rail of extra-heavy-gauge steel that extends 9½" above the floor inside the coach and continues on down as the rolled outer skirt . . the sturdy steel pillars and roof bows that form two rugged rings of steel around every child . . and the flanged, double-ribbed impact rails running full length of the outer safety wall. All side and end assemblies are mounted on *top* of the floor, thereby gaining added strength from the sturdy foundation. These are but a few of the features that mean greatest safety and durability — and Pioneer's leadership is equally outstanding in comfort, convenience, and beauty.

HERE'S WHY YOU'LL BE WISE TO ORDER IMMEDIATELY—Government allotments of steel for school buses are the same for each quarter of 1952, and no carry-over from one quarter to another is permitted any manufacturer. So if you wait till later in the year when seasonal buying exceeds available materials, you may be unable to get delivery before the Fall term. Look ahead! Ask your Superior Distributor for a free demonstration of the 1952 Pioneer now. Superior Coach Corporation, Lima, Ohio.



PIONEER

SUPERIOR COACHES

SUPERIOR BY EVERY SAFETY STANDARD

Hot Food Table SE-215

With Dry or Moist Heat



The Seco Convertible Hot Food Table features either dry or moist heat for each individual section. High temperatures and humidity are eliminated together with wasted steam, wasted heat, odors, fumes, etc. Secomatics also eliminate drain and water connections, pipes, valves, traps, etc., with the savings minimizing service costs, maintenance, air conditioning, etc.

Fewer heat units are used to keep foods hot in the same storage area, than externally fired water pan methods of hot food storage. Measurable savings result from heat concentration around each food.

Sixty-eight heavy-duty, two to seven opening models are available.

SOUTHERN EQUIPMENT CO., 5017 South 38 St., St. Louis 16, Mo.

SE-41

How CLEANLINESS IS AUTOMATIC WITH Bennett Bilt WASTE RECEPTACLES

Everybody is a member of your cleaning department by conveniently locating Bennett Bilt Self-Closing Receptacles to invite their use for economical neatness and sanitation. *Put them to work for you today.*

ONLY BENNETT BUILT WASTE RECEPTACLES HAVE ALL THESE FEATURES:

- Stainless steel feet
- Extra heavy-gage, corrosion-resistant steel
- All-welded construction
- Smooth surface—no catching or tearing of clothes
- Reinforced rounded corners for strength and appearance.
- Counter-balanced self-closing, independent doors stay closed to provide greater sanitation and reduce fire hazards
- Baked white or green enamel finish

Built for hard usage make these receptacles a natural "buy". Write for fully illustrated catalog.

Below shows how easy it is to remove Osnaberg bags or galvanized liners.

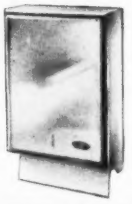




ALSO PRODUCERS OF PAPER TOWEL AND TISSUE PAPER DISPENSERS







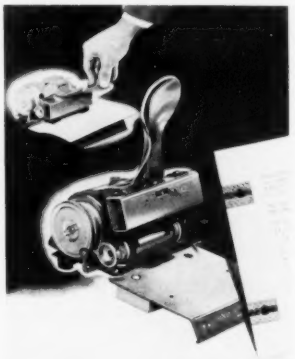
No. 500 and No. 600 tissue paper dispensers for single fold and double fold respectively.

Single fold junior paper towel dispensers. **Double fold paper towel dispensers.**

BENNETT MANUFACTURING CO., ALDEN, N.Y.

Punch-Reinforcer SE-216

For Loose-Leaf Binders



The Target Punch-Reinforcer punches holes and reinforces them in one simple operation. Insert the paper, press the lever and, instantly, holes are both punched and permanently reinforced from rolls of strong, adhesive-back tape. If no reinforcement is desired, just press a little lever, and the machine can be used as a simple punch.

A two-hole model is available now and a three-hole version of the machine will be ready for distribution shortly.

STATIONERS SUPPLY CORP., 82 Wall St., New York 5, N. Y.

Phonograph SE-217

Has Console-Like Tone

The new Pentron Portable Phonograph has a superior console-like tone due to a unique baffle system, high fidelity amplification and a slotted cone speaker. This, plus a smartly styled luggage-type case, top quality components and workmanship offer fine record reproduction at low cost.

Features include automatic record changing mechanism which plays and intermixes records of all three sizes and speeds, automatic shut-off, four-tube, push-pull high fidelity amplifier for full, life-like tonal range.

Full range tone and volume controls are conveniently recessed on the exterior panel.

THE PENTRON CORP., 221 E. Cullerton St., Chicago 16, Ill.



Rhyth'm... is the Rea'son!

Whether you dance or run an adding machine, effortless performance requires rhythm. That's why more and more progressive business schools today are adopting Rhythm-add.* This new, different, easier adding technique makes *all* operators faster, more efficient. And after only a few hours instruction.

Here's proof! In several of the larger business schools and financial institutions, Rhythm-add-trained operators stepped up their adding speeds by as much as 160%! What's more, this amazing increase in production was accomplished with far less nervous strain and fatigue. Operators enthused over the simplicity and ease of the method.

Learn how...entirely without cost or obligation on your part...*you* can train *your* students in this adding technique of the future. Write today to the Educational Dept., Monroe Calculating Machine Co., Inc., Orange, N.J.

*Registered Trade Mark

MONROE *MACHINES FOR BUSINESS*

MONROE CALCULATING MACHINE COMPANY, INC.—GENERAL OFFICES, ORANGE, N. J.

SE-218

Electric Fanfold Machine

For Multi-Copy Records



The new Underwood All-Electric Fanfold Writing Machine features ten key decimal tabulation. The tabulator enables rapid positioning of the carriage to predetermined decimal locations to speed billing operations, and is located in the normal area immediately above the keyboard.

This machine has been especially designed to eliminate all non-productive operations in the preparation of forms that require one or more copies.

Electric operation insures uniform type impressions, and ten pressure control settings automatically give any desired number of carbon copies. Other features include electric intermediate and full carriage return control, palm tabulator, adjustable form measuring gauge for accurate form removal, pivoting transparent form cutting knife, choice of floating sheet or roll carbon paper and complete application flexibility.

Underwood Corp., One Park Ave., New York 16, N. Y.

SE-43

New Index System Revolutionizes Slide and Film Strip Showings.

Made for most projectors—*New Index System* helps you teach your own way! Use the easy, practical *Index System* to show your classes only the visual material *you* want them to see. Why be hampered and limited by routine? New *Index System* allows you freedom and arrangement of material you have never been able to accomplish before.

Consider the advantages of making up a slide set for your own needs by merely utilizing your existing film strips. Not only do you lengthen the life of your visual material indefinitely, but you have a flexible and intelligent slide series by mounting the single frames of your film strip in GoldE Aluminum 2x2 Snap-It Binders (with GoldE Filmasks). You can add all the 2x2 slides you wish —the result is a complete showing, *custom-made*, to your individual needs.

The Index Automatic 2x2 Changer gives you faultless professional showing by even the youngest member of your class because the slides are kept in place with no bother in the Index Slide File and the Slide Files themselves are always conveniently handy in the sturdy slide file cases. Slides are selected, shown and returned to their original position in the file, and Your Fingers Never Touch the Slides!

Get the facts today on the amazing Index System for individualized visual education. Only GoldE, for twenty-five years a leader in projector equipment, offers you this complete economical and easy method. This is the GoldE Index System in visual education at it's best!

The GoldE Manumatic, brilliant cool compact, 300-watts, blower-cooled, keeps your slides safe, thousands now in use in schools, colleges and churches all over the world.

The GoldE Index Automatic Changer shows 40 2x2 slides no matter how mounted. Your fingers never touch the slides. Goes backwards and forwards. Skips slides. Immediate selectivity—fits most 2x2 projectors. The Index System is far faster than film strip, ten-fold more versatile.

GoldE Slide File and Case—triumph of functional storage in which the storage box becomes an operating part of the Index Changer.

GoldE Snap-It Binders, light weight aluminum, dustproof, with title labels and fine glasses. Easy as a snap.

The Index System, acclaimed by visual aids experts as the only modern advance in slide projection.

Ask your dealer to give you a 60 second demonstration on the GoldE Index System or write direct to the GoldE Mfg. Co., Dept. SE, 1220 W. Madison St., Chicago 7, Illinois for more details.

6″ Jointer

SE-219

Has Narrower Throat Opening

The Heston & Anderson 1952 model 6″ Jointer has a narrower throat opening, a fence that may be set at an angle across the cutterhead for shearing cutting and for jointing short stock safely. The guard turns under table when rabbetting wide stock and is immediately returned; no adjustments are necessary.

The table measures 60″ overall; rabbets ⅝″ providing depth cutting often needed. A direct drive model is now available.

Heston and Anderson, Div. of St. Paul Foundry & Mfg. Co., Fairfield, Iowa.

Radio Kit

SE-220

For Constructing 3-Way Model

A new 3-way portable radio in kit form is available from Allied Radio Corp. Called the Sky-Rover, it features a versatile, compact receiver that covers the full standard broadcast band, 535-1650 kilocycles. Any kit-builder can wire and assemble this kit with a soldering iron, screwdriver, and pliers. An eight-page instruction manual includes both schematic and picture type diagrams that present every construction detail clearly. The completed unit is an attractive professional-performing receiver that operates equally well from 105-125 volts DC, 60 cycle AC, or batteries.

The unit has an expertly engineered superhet circuit that assures fine performance. Four tubes are used, plus a selenium rectifier for instant start on AC, DC, or batteries. Automatic volume control maintains uniform output. Built-in loop antenna brings in stations with strong signal strength. PM speaker with Alnico magnet provides good tone quality.

Size is 8⅜″ x 5½″ x 4¾″.

Allied Radio Corp., 833 W. Jackson Blvd., Chicago, Ill.

STAR

MAKES FOOD SERVING PAY

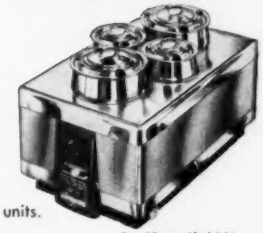
Piping Hot

with ALL the flavor in...

That's the Way Your Customer Wants it . . . and That's the Way Your STAR Food Server Keeps It!



Star-Master Model 60
Electric Food Warmer — for use with 2 standard size round pots.



Star-Master Model 61
Electric Food Warmer — for use with 4 standard size round pots.

No mess . . . no annoying steam . . . with these modern dry-heat Star units. They're designed to please the eye . . . built to do the job more efficiently . . . Star Food Servers are gaining wider acceptance every day!

No matter what your business — hotel, institution, restaurant, diner — there's a Star Food Server to fit your needs.

Controls for each individual unit mean accurate, correct storage temperatures for each type of food. There is a combination of pot or pan arrangements for every use.



Star-Master Model 62
Electric Food Warmer — accommodates 500 possible combinations of standard size square pans.

It all adds up to the most efficient dry-heat storage available.

"Known Throughout the Industry for Friendly Service"

See your dealer TODAY. He knows Star and will recommend Star Products.

(All Food Servers listed by Underwriter's Laboratories, Inc.)



STAR MANUFACTURING COMPANY, St. Louis 20, Missouri

Division of Hercules Steel Products Corporation

Wall, Ceiling Finish SE-221

In New Rubber Base Coating

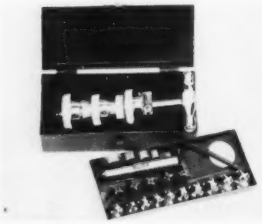
Paratex is a new rubber base coating giving interior walls and ceiling a soft, matte finish with just one coat. It is strongly resistant to alkali and shows no dead spots from the lime in the plaster or because of variations in porosity of surfaces. Unpainted walls and ceilings require no sizing.

The new coating can be applied with a brush, roller or spray. No special liquid is required for cleaning the applicator; just ordinary mineral spirits, naptha, or turpentine.

TRUSCON LABORATORIES, DIVISION OF DEVOE & RAYNOLDS CO., INC., Detroit 11, Mich.

Seat Reforming Tool SE-222

For Servicing Faucets



A perfect reforming job on removable faucet seats is now possible by use of the new type cutter for the patented Bibb Seat Reforming Tool, made by J. A. Sexauer Mfg. Co., Inc.

The precision of the new cutter is so fine that the same removable seat can be reformed 3 to 4 times, saving the cost of 3 to 4 seat replacements. The cutter widens the seat thus increasing the surface contact with the washer, resulting in doubling and tripling the washer life, easier shut-off that reduces wear on the spindle threads, prolonging the life of the faucet itself.

J. A. SEXAUER MFG. CO., INC., 2503-05 Third Ave., New York 51, N. Y.

SE-45

Today...

GREATEST READABILITY



with Lowest Reflectivity . . . eliminates all eye strain

•

RITE GREEN CHALKBOARD DOES IT

THE ULTIMATE IN CHALKBOARD FOR MODERN CLASSROOMS



Designed by TYLAC engineers, exhaustively tested by world's greatest testing laboratory at Nela Park for readability and reflectivity, Rite Green Chalkboard by TYLAC has every unmatched feature that fully contributes to unlimited classroom service.

Based on a ¼" highly waterproofed, long fibre, presd-hardboard, the tough, double coated synthetic resin and silicate finish is baked on under high temperature, affording highest abrasive resistance and resulting in a smooth writing surface that permits perfect ease of writing and erasing. It does not warp, bulge, split, splinter, crack, craze or peel. No color change is possible from the use of strong soaps in cleaning the writing surface. No chalk pressure can dent or mar its smooth, hard and unbelievably durable writing surface. Rite Green Chalkboard by TYLAC meets every rigid Chalkboard requirement. It is CHALKBOARD PERFECTION.

Be sure to get the complete story together with prices and sample. Write

TYLAC COMPANY

901 CENTER STREET • MONTICELLO, ILLINOIS

Plastic Wall Tile SE-223

Has New, Contour Edge

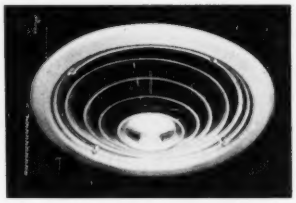
Peerless Plastics of Culver City, Calif., has just entered the field of plastic wall tile as a manufacturer.

The new tile will be called Peertile and is low in cost, yet retains high qualities of beauty and durability. A feature is a new contour edge which gives the tile a thick, deep appearance.

PEERLESS PLASTICS, 8490 Warner Dr., Culver City, Calif.

Air Diffuser SE-224

With Variable Effective Area



The Flexiflo air diffuser with its variable effective area permits adjustment of the air flow for any setting from zero to full volume or changes in the air throw, without changing the characteristic air diffusion pattern.

This unit features an equalizing deflector as an integral part of the equipment. Therefore, no additional installation work is required to put them in place. The deflector vanes are individually movable and will remain fixed in any position. Besides acting as instruments to direct the flow of the air and to equalize its flow, they can be used to restrict the volume in case a large reduction in neck velocity should become necessary after installation.

UNIVERSAL DIFFUSER CORP., 890 Whittier St., New York 59, N. Y.



Thanks to new "Thread-Easy" design, hundreds of youngsters are now operating the RCA "400" projector.

Amazing new "Thread-Easy" Design makes RCA "400" *easiest to thread*

With this new ultra-simple projector, you can actually thread the film in only 30 seconds. Thread it while you're lecturing. Thread it in the dark. Even a child can thread it. *It's that simple.*

Every operation easier with RCA "400"

Here is a projector so easy to use that a 12-year-old child can be the projectionist. So simple you can set it up with pictures and sound on the screen *in only 2 minutes.* And they are top-quality pictures and sound . . . *better than recommended standards of* **SMPTE, by actual tests.*

Easy to pack up, too. Takes *only 3 minutes* to button up the Junior model, ready to travel. And *easy to carry.* Single-case Junior weighs only 33⅓ lbs. Women appreciate its narrow case, rounded corners, proper balance. No chafing your leg as you walk.

Longer film life

Your precious film literally "floats" through this new "400" projector. "Thread-Easy" design is so amazingly effective, even minor errors in threading will not damage film. With *projector running,* you can open and clean picture gate or sound optics . . . *without damage to film.* And you can project the same film 50 or 500 or *5,000 times . . . without appreciable wear or damage to film!*

No more last-minute failures!

It's ultra-dependable, too. Built for the hard knocks of school and commercial use. You can easily replace projection lamp in 45 seconds, exciter lamp in 20 seconds. Rewind 10-minute film in 66 seconds, without changing belts, pulleys, or reels. It's the only projector powered by a big *A-C* motor, *500% oversize* for better sound stability. Big motor takes it easy, stays cool, *lives longer.*

And it's *quiet.* Operating noise only 58.5 decibels. *Quieter than recommended by* **SMPTE . . . quieter than other projectors by actual tests.*

In competitive tests, RCA 400's win out

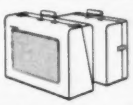
In a single purchase, Pennsylvania schools bought 572 RCA "400's". Baltimore schools bought 156. Washington, D. C. schools bought 81. Already many thousands of RCA "400's" are out on the job . . . *making things easier* . . . for busy people just like you.

Operate it! Convince yourself!

If you use 16mm film in your teaching or selling (and who doesn't?), *you owe it to yourself* to find out about this revolutionary new easy-to-use projector. The new "Thread-Easy" design is the culmination of 23 years of RCA research. Send coupon for demonstration. *Operate it yourself.* Backed up by RCA. Nationwide service available. Large sales permit surprisingly low price for this top-quality equipment. *So mail coupon* TODAY.



RCA "400" Junior. Handsome blue-green hammertone finish. Single case weighs 33⅓ lbs. 7-watt amplifier, 8-inch speaker. Excellent for medium to large rooms.



RCA "400" Senior. Same as "Junior" except it has 10-watt amplifier, 10-inch speaker. Projector case weighs 36½ lbs. Speaker Case weighs 26 lbs. Excellent for larger rooms, auditoriums.

**SMPTE: "Society of Motion Picture and Television Engineers," leading authority on projector standards. SMPTE recommends "unsteadiness of projected picture less than 3/10 of 1% of picture width."*

In RCA "400" projector, horizontal unsteadiness is 1/10 of 1% (3 times as good as SMPTE standards). Vertical unsteadiness is 1/7 of 1% (2 times as good as SMPTE standards).

Sound quality is also better than SMPTE standards. Distortion never exceeds 5%.

All tested and proved by RCA, foremost pioneer in 16mm sound projectors.



FREE BROCHURE—MAIL COUPON—NOW

Visual Products, Dept. 109A
Radio Corporation of America, Camden, N. J.

Please send me, without obligation, full story on new "Thread-Easy" RCA "400" 16mm projector that I can set up in 2 minutes, thread in 30 seconds, pack up in 3 minutes, and carry lightly as an overnight bag.

Am interested in ☐ Junior Model for classrooms and small auditoriums
☐ Senior Model for larger auditoriums

Name_____

Position_____

Address_____

☐ Please arrange actual demonstration

RCA

VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N.J.

In Canada: RCA VICTOR Company Limited, Montreal

Folding Bleachers SE-225

For Gymnasium Use



The Rollway folding bleacher shown above folds up against the wall, occupying a maximum space 2'6" deep. Extended, the bleachers accommodate 30% more persons than the standard type bleachers.

The structure is formed of welded tubular steel units, with seat and floor boards of 2" x 10" Structural Select Douglas Fir spaced to provide a 24" back-to-back seating arrangement. The depth between rows allows the occupant to sit comfortably with knees straight, utilizing only 18" lineally for each seat.

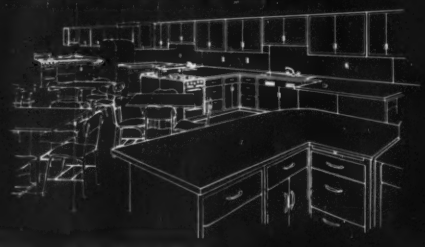
A single 10-lineal-foot section of five rows accommodates approximately 55 occupants, and in its folded position frees 112 sq. ft. of floor space for other uses. The height of the 5-row section is 5'11½" and the depth when extended, 9'1".

The assembly is equipped with integrated locks which allow it to be locked in its open or closed position, safe from unauthorized use or tampering. In its folded position, the seats, which are securely bolted to steel frames, slant vertically, avoiding dust.

BEATTY SAFWAY SCAFFOLD, INC., Tunnel Ave. and Beatty Rd., San Francisco, Calif.

SE-47

Meet Budget Needs
Reduce Maintenance Costs...



with
WOOD-METAL



No need to sacrifice quality...now your school can have the finest in Homemaking, Laboratory, Biology and General Science Rooms at minimum costs. Proven in many of the nation's leading schools, Wood-Metal equipment, predesigned to fill school room requirements, is sturdily constructed of durable materials which insure a low maintenance cost. Why not investigate Wood-Metal's line of cabinets, casework, tables, benches, sinks and working surfaces today?

RECENT INSTALLATIONS

- Clara Bryant Jr. High School, Dearborn, Mich.
- Theodore Roosevelt High School, Williamsport, Pa.
- Myers Park High School, Charlotte, N. C.
- Ohio State University, Columbus, O.
- Sayre Jr. High School, Philadelphia, Pa.
- South High School, Akron, O.
- Southern High School, Okolona, Ky.
- University of North Carolina, Chapel Hill, N. C.
- University of Pennsylvania, Philadelphia, Pa.
- Harrisburg Hospital, Harrisburg, Pa.
- Polyclinic Hospital, Harrisburg, Pa.
- Wilkes General Hospital, Wilkesboro, N. C.



FREE CATALOG!

Write today for Wood-Metal's comprehensive catalog. Learn how Wood-Metal equipment can easily fit the budget needs of your plans.

WOOD-METAL ... Inc. 101 PARK AVE., N.Y. 17, N.Y.

AC-DC Electrical Supply SE-226

and Distribution System

Electro-sig equipment is intended, primarily, as a safe and reliable means of obtaining direct current and alternating current at variable voltages. It is a combination of self-contained panel units mounted in a standard rack and connected by means of terminal blocks.

In addition to serving as a source of variable voltage electrical supply for work tables, benches, instructors tables, lecture rooms, dark rooms, and for General Science, Physics, Biology and Chemistry Laboratories in High Schools and Colleges, this equipment may be used as a source of electrical energy for experimental and general research work.

ELECTROSIG CORP., 71 Campus St., Buffalo, N. Y.

pH Indicator SE-227

and Vacuum Tube Voltmeter

Leeds & Northrup's new line-operated pH Indicator and Vacuum Tube Voltmeter is unaffected by normal fluctuations in line voltage or by zero drift of the amplifier. A converter-type instrument, its circuit employs D.C. to A.C. conversion, A.C. amplification, and conversion back to D.C. for voltage feedback. Conversion stabilizes zero; feedback stabilizes gain.

Used as a pH Indicator, the instrument reads directly in pH; makes glass electrode measurements to within ±0.02 pH on grounded or ungrounded solutions. For manual lab use, temperature compensator is graduated from 0 to 100 C in 2 degree steps.

As a vacuum tube voltmeter, the indicator can be used with any high or low impedance electrode system which develops potentials within range of the instrument.

The instrument is built for hard use. The sturdy, modern case is made of grey-enameled aluminum.

LEEDS & NORTHRUP CO., 4934 Stenton Ave., Philadelphia 44, Pa.

THE NEW YEAR and FUND RAISING

In 1952, many community projects will be confronted with acute problems of need for expanded or revised facilities. They must decide what is feasible and practical in fund raising. They will look to fund raising counsel which has traditions of quality as sound as the services and the reputations of their own institutions.

Through almost 39 years of corporate responsibility and an amazing total of 2900 philanthropic appeals, we have zealously guarded high ethics of client relationships and all factors of goodwill in every association.

In 1951, we directed more than a hundred campaigns.

AMERICAN CITY BUREAU

(Established 1913)

Fund Raising ***Public Relations***

CHICAGO 1, ILLINOIS
221 N. La Salle St.

NEW YORK 16, N. Y.
470 Fourth Avenue

Charter Member American Association of Fund-Raising Counsel

Tables, Chairs

SE-228

In Graded Sizes



The new Kimline tables and chairs have been designed in a range of types and graded sizes for all classroom requirements.

The chair design and construction eliminates the necessity for stretcher bars, providing more leg room and easier floor cleaning. Two pieces of 18 gauge, one inch, electrically welded tubing form the back and legs. An extra steel bar under the back of the seat furnishes extra support and rigidity. The one-piece, steam bent, maple back is posture-shaped for comfort. Maple saddle seats have all edges well rounded. The feet are fitted with rubber cushioned metal glides.

The tables are available with either open fronts or folding tops. All tops, either maple or plywood, are equipped with pencil grooves. The legs are 18 gauge, one inch, electrically welded tubing welded to a 20 gauge book box. Open front tables are furnished with a new type "contents retainer" bar to prevent books and pencils from falling out.

KIMMEL PRODUCTS CO., Box 411, New Castle, Pa.

SE-50



Part of the 52 Pella LITE-PROOF SHADES *installed in Liberal Arts Building, University of Arizona, Tucson, Arizona.*

Now! Darken Classrooms

WITH CONVENIENT, ECONOMICAL . . .

Pella

LITE-PROOF SHADES

It takes a minimum of effort to darken classroom windows quickly and efficiently with newly designed Pella LITE-PROOF SHADES. Side guides hold shade material in place and seal out light. Black shade material is Vinyl-resin coated and treated to resist fire. When not in use, Pella LITE-PROOF SHADES roll up onto a spring-actuated, ball-bearing roller enclosed in a neat metal housing.

FIT ALL TYPE WINDOWS

Pella LITE-PROOF SHADES fit perfectly because they are made-to-measure. Investigate these more economical, permanent-type Pella LITE-PROOF SHADES.

WRITE today for literature and name of nearest dealer

ROLSCREEN COMPANY

Dept. D-6, Pella, Iowa

ALSO MAKER OF FAMOUS PELLA VENETIAN BLINDS, ROLSCREENS and WINDOWS

SE-229

Paper Food Containers

Are Heat Resistant



Hot meals can now be served almost anywhere with the new heat-resistant paper containers made by H. J. Heinz Co. Macaroni, spaghetti, meat pies, and casserole dishes of all kinds can be baked in these handy, disposable containers, and transported to the schools with minimum cost and effort.

Just about any type of dish that can be made in a casserole can be prepared in the containers since they will withstand ordinary baking temperatures and still maintain their original firmness. Flavor is not affected by the paper.

Since they are throw-away items, there is no dishwashing involved, no loss due to breakage, and no return of used dishes.

H. J. HEINZ CO., Food Service Center, Pittsburgh 30, Pa.

Cleaner

SE-230

Also Disinfects, Deodorizes

Hysan Products is now marketing a powerful new cleaner, disinfectant, and deodorizer named VIP. A combination of highest quality soaps for fine cleaning without injury to surfaces, and Ortho benzyl para Chlorophenol for thorough deodorizing and disinfecting with a phenol coefficient of 3.7 VIP is exceptionally economical to use—it can be diluted with water and used effectively in a 1 to 40 solution.

HYSAN PRODUCTS CO., 932 W. 38 Pl., Chicago, Ill.

BARCOL WARDROBEdoor FOR SCHOOLS

A Great Idea for Today's Schools

Here's a practical solution to the wardrobe problem, particularly in elementary schools where all the children in a room usually hang their outdoor clothes on one group of hooks. The Barcol WARDROBEdoor is a two-section, synchronized, counterbalanced,vertical-acting arrangement that uses *no floor space* and clears the opening completely when it is raised. When lowered, a space below the bottom provides ventilation to outlets inside the wardrobe. The face of the upper section may be finished as desired: with chalk board panels for instruction, with cork board panels for mounting exhibits, or left plain. The WARDROBEdoor raises and lowers easily, so the teacher can *control* the wardrobe situation conveniently, yet can permit access quickly whenever necessary. These doors can be, and have been, installed with a minimum of complications in existing, as well as new, classrooms.



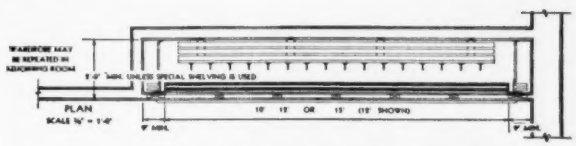
CHALK BOARD PANELS



COUNTERBALANCED—EASILY RAISED



FULL OPENING OF WARDROBE



Send for

Bulletin F4644 giving full description and data, or discuss matters in detail with your Barber-Colman representative.

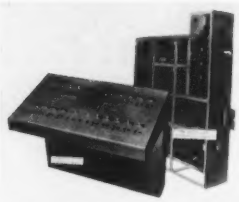


SALES AND SERVICE REPRESENTATIVES IN PRINCIPAL CITIES

BARBER-COLMAN COMPANY
156 MILL STREET • ROCKFORD, ILLINOIS

Lighting Control SE-231

For Stage Dimming



The Luxtrol Light Dimming Control system shown above consists of one or more miniature positioner stations controlling one or more motor-driven Powerstat Dimmers. This system permits the placing of the control stations at preferred locations with the actual dimming equipment in any out-of-the-way space. Lights can be dimmed, brightened, or blended with the minimum effort of fingertip operation of a small hand lever.

This system also permits pre-setting the operation of the motor-driven Powerstat Dimmers to dim or brighten the lights at the required time. Each miniature dimmer station is marked with graduations so that the illumination intensity can be set to the desired degree of brilliance.

Installations can be designed to meet the requirements of a single station application or a large console-type control panel.

THE SUPERIOR ELECTRIC CO., Bristol, Conn.

SE-54



Tablet Arm Chair SE-232

In New, Folding Model



A long felt need—for a tablet arm chair that will fold up—has been met in the new Clarin unit shown above.

The chair is very easy to get in and out of, the arm can be readily adjusted to several positions, and folds up completely against the front of the chair proper when the chair is folded.

CLARIN MFG. CO., 4640 W. Harrison St., Chicago 44, Ill.

Stainless Steel Tops SE-233

For Laboratory Furniture

Stainless steel tops are now offered by Fisher Scientific Company to fit basic models of Unitized Laboratory Furniture, sold exclusively by Fisher.

Each top, supported by thick plywood sections, is made in one piece with an integral splashback and reagent shelf. Stainless steel used in the new tops contain over 30% non-ferrous alloying materials.

All edges of the tops are a continuation of the upper surface and adjacent edges are clearly welded. The front edge is not sharp-angled but rolled for the protection of the laboratory worker. It also forms a convenient drip edge on the underside. Concealed bolts and Neoprene strips close the joints between adjacent units in an assembly and produce a liquid-tight fit.

Use of non-porous working surface and sealing of joint openings is imperative where work is done with radioactive materials.

FISHER SCIENTIFIC CO., 717 Forbes St., Pittsburgh 19, Pa.

SE-44

BURKE-BUILT
PLAYGROUND EQUIPMENT
Designed expressly for
safe, healthy fun!



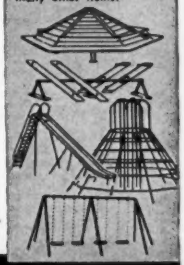
A SOUND INVESTMENT IN CHILD HAPPINESS

A leader in safe design, Burke equipment is the playtime preference of fun-loving kids everywhere and has won the approval of playground officials from coast to coast.

Widespread installation of Burke equipment on America's better playgrounds proves an important buying point: "the desirability of Burke Quality and value — strong construction, durable materials, and easy low-cost maintenance." It's the favorite for safe play!

For complete catalog write Dept. P.

BURKE-BUILT playground equipment includes: Climbing Structures, Swings, Slides, See-Saws, Merry-Go-Rounds, Turning Bars, Horizontal Ladders and many other items.





THE J. E. BURKE CO., Fond du Lac, Wis.

SE-139

Krueger's Ahead
WITH THE FINEST TUBULAR CHAIR EVER!



More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast: —

- Seamless tube frames
- Electrically welded and riveted construction
- Die-formed leg stretchers
- Curved rolled edge backrest
- Positive, non-pinching seat lock
- Silent folding operation
- Y-type non-tipping frame
- Baked-on enamel finish

FEATURES THAT MEAN MORE!



Vertical steel bracing bars within tubular legs provide extra strength, rigidity to rivets, hinges, mechanism. Steel dome feet for smooth gliding can also be covered with mar-proof white rubber feet.

No. 62, with curved hardwood veneer seat for indoors and No. 61, with perforated, curved steel seat for outdoor use, provide you with super quality seating that is sturdily built to last for years. Light in weight, quick and quiet folding, easy to carry and store.

WRITE FOR CATALOG

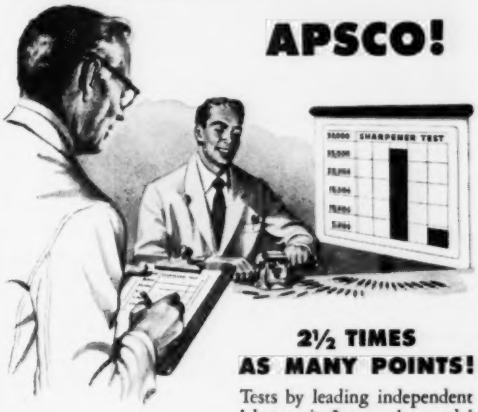
. . . Describing the complete Krueger line of steel tubular and channel frame folding chairs.

KRUEGER
METAL PRODUCTS • GREEN BAY • WISCONSIN

SE-140

Independent laboratory tests prove—

YOUR PENCIL SHARPENER DOLLARS BUY MORE WHEN YOU SPECIFY APSCO!



2½ TIMES AS MANY POINTS!

Tests by leading independent laboratories* prove that model for model, Apsco sharpens more than 2½ times as many points as other brands. You save up to 70% of your cutter replacement costs. And Apsco gives you more points per pencil.

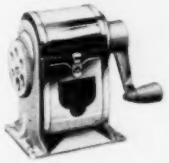


COMPARE THE POINTS!

Unretouched laboratory photographs** show the sharpening superiority of Apsco's exclusive *undercut* cutter design. Compare Apsco's 28,000th point with 9,000th point of comparable competitive sharpener. See why it costs less . . . to buy the best!

NEW DEXTER NO. 3!

The perfect sharpener for school use. Smart new styling. All-steel construction for years of trouble-free service. Steel frame supports cutter head at both ends. Extra-long steel cutters. Point adjuster. Pencil stop. Centering turret for all sizes of wood case pencils.



FREE! "PROPER CARE OF PENCIL SHARPENERS"!

How to install sharpeners, adjust pencil stop, replace cutters! These and many other questions are answered in new Apsco service bulletins now available to schools free of charge. See your Apsco dealer or mail coupon for service bulletins.



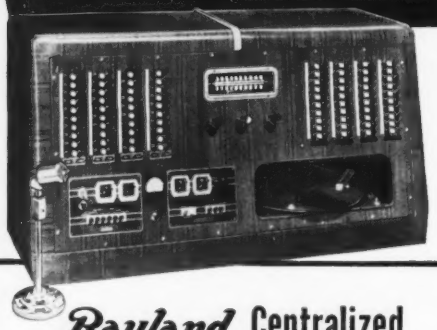
Automatic Pencil Sharpener Co., Dept. H
336 N. Foothill Road, Beverly Hills, Calif.
Please send me new literature on proper installation and care of Apsco pencil sharpeners:
Our school has _____ (name of models) Apsco sharpeners.
Name _____ Title _____
School _____
Address _____ Zone _____
City _____ State _____

IT COSTS LESS TO BUY THE BEST!

*United States Testing Co., Test Nos. 89388 and E-756
**Pittsburgh Testing Laboratory, File No. 32999.1

SE-46

Simplifies Administration Stimulates Learning



Rauland Centralized S81 Radio-Sound System

Complete Program Facilities for Maximum Teaching and Administrative Benefits

The new RAULAND S81 Centralized Sound System provides complete program facilities (Radio, Phonograph, Microphone and Intercommunication) to serve the modern school. Here is the means for effective administrative control of your entire school plant from a single, central point. Permits instant communication with any or all classrooms; provides emergency paging and call (for fire drills, accidents, etc.). Unsurpassed as an educational aid, the S81 provides selected FM and AM radio broadcasts for instructive purposes; plays and distributes recordings and transcriptions; makes possible broadcasts of school dramatic programs and activities; serves effectively as an aid for specialized instruction in musical appreciation, languages, and dramatics. Versatile in performance, dependably proved in operation, the RAULAND S81 Centralized Sound System is priced within the budget of the average school. Underwriters Approved.

Make sure your Sound System will have these features....

- **DUAL CHANNEL FACILITIES. One Channel permits distribution of radio, phonograph or microphone programs to any selected room or to all rooms, while second Channel simultaneously permits intercommunication with any room as desired.**
- **FM-AM Radio. Covers AM (Standard Broadcast), and full FM band (including civic educational frequencies).**
- **Three-Speed Phonograph. Plays records of ALL speeds and sizes, including 16-inch educational transcriptions.**
- **Permits distribution of microphone program from any desired location, as well as from central control cabinet.**
- **Powerful paging coverage. Has Emergency Call feature.**
- **Economical installation—uses new balance line wiring to speakers; no wire shielding is required.**

The RAULAND S81 System is designed to remain modern for years. It offers unusual flexibility, superb tone quality and trouble-free dependability. Let us show you, without obligation, how RAULAND Centralized Sound can benefit your school. Write us today for complete details.

RAULAND-BORG CORPORATION
3523-E ADDISON ST., CHICAGO 18, ILLINOIS

Rauland
SOUND • INTERCOMMUNICATION

SE-137

For Safety's Sake Use

DAYTON SAFETY LADDERS



Maintenance men everywhere rely on Dayton Safety Ladders for maximum safety and convenience. Daytons are constructed of tested airplane spruce and reinforced with rigid steel supports to give great strength and lightness of weight.

Handrails of steel guard the large roomy platform for added safety. Half of platform can be raised to form an extra step, when needed. These famous ladders can be set up instantly; are easy to carry and fold compactly for storing. Automatic locking feature insures safety while ladder is in use.

Sizes 3 feet to 16 feet in height (measured from ground to platform) with standard rubber safety shoes at no extra cost.

Write today for Bulletin No. 10

DAYTON SAFETY LADDER CO.
2339 GILBERT AVE. CINCINNATI, OHIO
In Canada—Safety Supply Company—Toronto

SE-138

QUICKLY FOLDS OR UNFOLDS for changing ROOM USES



Mitchell FOLD-O-LEG tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

Churches, schools, hotels, institutions, fraternal buildings. Convert any room into a banquet or group activity room. Clear it in minutes.

Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY
2730 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Air Conditioner

SE-234

In New 7½ Ton Model



The new, compact, 7½ ton capacity self-contained air conditioner shown above is only 40" wide, 28" deep, and 86 ⅜" high. The unit delivers 2700 cu. ft. per minute of conditioned air and has an air throw of 75 feet.

Installation and operation of the unit is simple. The complete mechanism is located within the cabinet. Electrical, water and drain connections are all that is necessary. The simple controls are located behind a small access panel on the front of the cabinet. An "on-off" switch allows the user to manually control the unit, but the unit is designed to provide fully automatic room temperature by a control knob which is set for the temperature desired.

The unit can be installed remotely with ductwork if desired. In this way, it can furnish air for several different individual rooms.

FRIGIDAIRE DIV., GENERAL MOTORS CORP., Dayton 1, Ohio.

SE-235

Coin Counting Unit

Also Wraps Coins

Rap-A-Coin is a new coin counting and wrapping machine for pennies, nickels, and dimes. Measuring only 6" long and 3" high, the machine is a hand-operated unit which quickly inserts pennies, nickels, and dimes into the tubular paper wrappers supplied by banks. It cuts coin handling time in half, and helps eliminate miscounting shortages.

To operate, the user inserts the tubular wrapper of the proper size into the end of the corresponding tube. Coins are stacked on edge in the tube until it is filled, which gives the user the correct count automatically—and the coins are then forced into the wrapper with a plunger.

HENDERIZE, INC., 5667 Freeport Blvd., Sacramento, Calif.

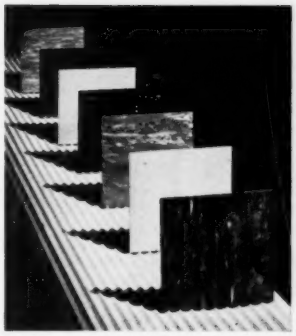
Rubber Tile

SE-236

In Fade-Resistant Colors

Fremont Rubber Co. announces the introduction of new Standard Gauge Fremont Rubber Tile at prices competitive with less expensive grades of floor coverings. They are available for prompt shipment in many fade-resistant colors.

Standard gauge augments the Fremont line of Deluxe Rubber Tile and Medium Gauge tile.



FREMONT RUBBER CO., Fremont, Ohio.

SE-61



Cuts labor cost 87½%

Two men can do a full day's sanding job in half an hour, or one man can work alone and still save 7 hours on the job! Easy-to-use LIQUISAN does a better job than sanding . . . saves costly manhours . . . gets floors and furniture back in service faster!

Easy to apply—Easy to remove

Spread LIQUISAN with an applicator, cloth or brush. Leave until finish or sealer softens. Wipe off with steel wool or brush. LIQUISAN won't clog steel wool pad, leaves no gummy residue. Safe to skin and hands. Non-explosive.

MAIL COUPON NOW
for Special Introductory Offer

So that you may see how much better, quicker and easier LIQUISAN works on floors, desks and woodwork, we are making this SPECIAL OFFER . . . 5 gallons of LIQUISAN at the 55-gal. drum price of only $3.95 per gallon (regular 5-gal. drum price is $4.95 per gal.)

Unconditionally Guaranteed!

If not completely satisfied return unused portion for full refund.

No more laborious sanding — No dust — No deterioration

LIQUISAN eliminates damage and splintering from oversanding. No wear-away, no raised fibers, no wood burn, no dust. Never again need you suffer the health hazards and annoyance of dust, or spend hours sweeping and cleaning to remove residue.

J. F. KERNS Company
Dept. E. 352 West Ontario St., Chicago 10, Ill.
Gentlemen:
Send us 5 gallons of LIQUISAN at $3.95 per gallon (total $19.75) in accordance with your Special Introductory offer.

INSTITUTION .....
ADDRESS .....
CITY .....ZONE.....STATE.....
SIGNATURE .....

AUDIO-VISUAL AIDS

SE-301 High School Spelling

Improve Your Spelling. 16mm. Color. This film covers such helpful points as becoming conscious of the way words "look", recording troublesome words, aiding the pupil in giving more attention to these words, and developing an awareness of elementary spelling rules. CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

SE-302 Free Film Guide

An Index and Guide to Free Educational and Classroom Films from Industry. This valuable guide is designed to acquaint teachers with the contents of each film and how it is best used. The 16mm films listed are in the following subject fields: agriculture, biological sciences, chemistry, consumer education, economics, general science, guidance, health and hygiene, history, home economics, industrial arts, physics, safety education and social studies. MODERN TALKING PICTURE SERVICE, 45 Rockefeller Plaza, New York 20, N. Y.

SE-303 Golden Nature Guide

Young America Films has just released another in their Golden Nature Guide series on wildflowers and birds titled *American Insects.* This latest release is a kit of four full-color filmstrips reproducing pictures of 225 of the most familiar American insects, accompanied by a 157-page illustrated manual. Recommended for science and nature study at the elementary and high school level. YOUNG AMERICA FILMS, INC., 18 E. 41 St., New York 17, N. Y.

SE-304 Elementary Grade Music

Rhythm in Music. 16mm. Color. This film shows how rhythm is found within the individual, within his environment, and in music. It points out the variations in rhythm by accenting beats and by using longer and shorter beats; and shows how melodies and rhythm are dependent on each other for support to culminate in music. A valuable aid to pupils in bringing about a finer appreciation of music. CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

SE-305 Elementary Spelling Filmstrips

Goals in Spelling. This series consists of six full-length color filmstrips made in cooperation with The Webster Publishing Co. It is designed for use in elementary grades four through six to develop an understanding of the sounds that make up words and speech. POPULAR SCIENCE PUBLISHING CO., 353 Fourth Ave., New York 10, N. Y.

SE-306 Projection Chart

A new projection chart answers many of the questions which come up in the use of projection equipment. Simple, easy-to-read tables and diagrams supply at-a-glance information on correct screen sizes and models, lens focal lengths, and projection distances for all types of projectors. If you know the projection and projection distance, the chart tells the proper screen size. If the screen size is established, the chart shows the proper projection distance. RADIANT MFG. CORP., 2627 W. Roosevelt Rd., Chicago 8, Ill.

SE-307 Parachutes, Ignition and Spark Plugs

Ignition and Spark Plugs. 16mm. Free loan. This film, which is suitable for all automotive schools, explains the functions of the automobile ignition system and proper service and maintenance of spark plugs. *Parachutes for Safety.* 16mm. Free loan. Shows how the parachute is used in modern air operations, both in war and peace and its role in the saving of human life. THE BRAY STUDIOS, INC., 729 Seventh Ave., New York 19, N. Y.

SE-308 Lincolnia

A Lincoln Field Trip. This film depicts a field trip to the reconstructed village of New Salem, to Springfield where Lincoln lived 25 years, and to the Lincoln exhibits at the Chicago Historical Society. Dioramas, models and objects which depict significant incidents in Lincoln's life are shown. INTERNATIONAL FILM BUREAU, INC., 6 North Michigan Ave., Chicago 2, Ill.

SE-309 The Nativity

The Story of the Nativity. 40 frame filmstrip. The story is based on the King James version of the Gospels of St. Matthew and St. Luke, and depicts the events surrounding the Nativity and ending with the Flight into Egypt. KNOWLEDGE BUILDERS, 625 Madison Ave., New York 22, N. Y.

SE-62

IN SCHOOL THE KIDS
ARE YOUR RESPONSIBILITY...

Keep 'em healthy



Wherever children congregate, use Korex Germicidal Cleaner and protect them from disease or infection. Use triple-action Korex for floors, walls, fixtures . . . any surface unharmed by water. It cleans, deodorizes and disinfects in one operation. Save time, work and worry . . . put economical Korex on guard. Sample on request.

Korex

triple action CLEANER kills germs

HUNTINGTON

Huntington Laboratories, Inc.
Huntington, Indiana • Toronto, Canada

☐ Yes, please send "101 Hints on Better Floor Care" Booklet
☐ Give us more information on Korex Germicidal Cleaner

Free BOOKLET



NAME.....

ADDRESS.....

SE-48

WHITEY MOPZUM SAYS:



YOU DON'T HAVE TO BE AN EXPERT TO SEE THE DIFFERENCE QUALITY MAKES

You don't have to look at the label to identify a piece of White equipment! No sir — even a novice can see at a glance the *quality* features that make White equipment *stand out* in *any* competition — and *stand up* under *any* cleaning use. Whatever your cleaning requirements, it will pay you to insist on 'White.'

MOPPING TANKS



A BIG HELP FOR BIG JOBS!

Here's the battleship of the White fleet . . . ready to tackle the biggest, dirtiest jobs you can give it! Giant tanks of heavy 16-gauge steel with powerful crank-type wringer—mounted on angle steel frame equipped with easy running, full ball bearing casters. Rubber tires and all-around rubber bumper protects floors and walls. In 2 or 3 tank sizes up to 60 gal. capacity. Easily operated by one man—or entire crew. See your White jobber . . . send for Catalog No. 150.

WHITE MOP WRINGER CO., Fultonville 7, N. Y.

It's RIGHT . . . If it's WHITE

A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT

SE-49

THE FIRST REALLY COMPLETE *Musical Instrument Line*



Everything possible in educational aids, exclusive teaching helps and instruments—to develop the school instrumental music program from Kindergarten to College! Here's the one *really complete* line of band and orchestra instruments—wind, string and percussion — all of *guaranteed quality* under *one* name. A Pan-American representative can help you with your band and orchestra organizing problems, too! Write us today for complete information . . . mail coupon for *free* literature.



MAIL COUPON FOR THIS BOOKLET AND OTHER FREE LITERATURE

PAN-AMERICAN
BAND INSTRUMENTS
Division of C. G. CONN LTD.
ELKHART, INDIANA

Especially important to School Administrators is this *free* 12-page booklet, "Music, and the Basic Objectives of Education." Send for it without obligation.

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☐ Music, and Basic Objectives ☐ String Instrument Catalog ☐ Wind Instrument Catalog

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☐ Percussion Instrument Catalog

☐ New Educational Aids Catalog

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City_____ Co._____ State_____

School_____

MANUFACTURERS' CATALOGS

SE-310 Magnetic Recording

Fundamentals of Magnetic Recording. 50 pages. By C. J. LeBel. This handbook contains much valuable technical data on the science of magnetic recording, including background, recording methods, magnetic relationships, tape characteristics, AC and DC bias, erasure, frequency response, noise level, distortion, machine features and helpful hints on machine selection, operation and maintenance. AUDIO DEVICES, INC., 444 Madison Ave., New York 22, N. Y.

SE-311 Maintenance Equipment

Finnell Scrubbing, Waxing, Polishing and Mopping Equipment. This four-page catalog contains descriptive material about the Finnell line of floor maintenance machines and cleaning products. Illustrated. FINNELL SYSTEM, INC., 1400 East St., Elkhart, Ind.

SE-312 Gym Marking Chart

A.I.A. File 25-G. This new chart accurately blueprints standard court markings for basketball, volley ball, and every gym activity. The folder cover is an actual blueprint diagram of a gym with standard court markings scaled to size for "on sight" reference. Measurements include those for junior high school age, high school age, and college age. The back cover pictures the six procedure steps for doing the job in the easiest, most economical manner. Other information includes tools required, the diagrammed method of installing backboards, and simple directions for relining an old court. HILLYARD, St. Joseph, Mo.

SE-66



Franklin's Rubber Gloss Cleaner and Rubber Gloss Wax will give all your floors added life and new beauty. Economical, easy to use, Rubber Gloss Cleaner takes the work out of cleaning, actually floats the dirt away . . . slip and water resistant Rubber Gloss Wax will keep heavily trafficked areas looking better than ever.



There's a Franklin Distributor as close as your telephone . . . he carries a complete line of top-quality maintenance products and—if you have a special maintenance problem, he is the man to help you . . . call today.



FRANKLIN RESEARCH COMPANY
5134 LANCASTER AVE. • PHILADELPHIA 31, PA.

SE-313 School Supplies

School-Library Supplies. 42 pages. This comprehensive catalog illustrates and describes much of the complete line of school supplies which can be ordered directly from the catalog. VULCAN SERVICE CO., INC., Stephens Building, 401-3 Tuscaloosa Ave., S.W., Birmingham 11, Ala.

SE-314 Health Charts

McConnell's Graphic Health Charts. This folder shows the types of charts available: there are 19 charts on Functions of the Body, 8 charts on Disease Prevention, and 6 charts on Safety and First Aid. The charts are lithographed in colors and are reasonably priced. MCCONNELL SCHOOL MAP CO., INC., Goshen, Ind.

SE-315 Power Sweeper

The Wilshire Compact, Multipurpose Power Sweeper. This flyer shows a cutaway view of the Model 1000M power sweeper, which is suitable for schools, playgrounds, etc. The features of this machine are also described. WILSHIRE POWER SWEEPER CO., 526 W. Chevy Chase, Glendale 4, Calif.

SE-316 Painting Manual

How to Reduce Your Maintenance Painting Costs. This manual describes Staize-Clene, the new dirt-repelling paint for interior walls and ceilings. Data on savings, colors, and characteristics of the paint are included. ENTERPRISE PAINT MFG. CO., 2845 S. Ashland Ave., Chicago, Ill.

SE-317 Specifications for Flooring

The Maple Flooring Manufacturers Association has prepared for free distribution, mimeographed copies of suggested specifications and installation procedure for mastic applied block and patterned flooring. A full page of patterned floor designs is attached to the specification material. MAPLE FLOORING MFGRS. ASSN., Public Information Dept., 35 E. Wacker Dr., Chicago 1, Ill.

SE-318 Hand Trucks

Pick the Wheel-Ezy That Suits Your Needs. Selection of the right Wheel-Ezy hand truck to move loads weighing up to 500 lbs. is simplified by this new folder. Four models and four wheel types are described. THE RAPIDS-STANDARD CO., INC., 342 Rapistan Building, Grand Rapids 2, Mich.

SE-319 Anti-Rust Paint

Bulletin 130-11. This bulletin describes how Rust-Cure anti-rust paint can be applied to rusted surfaces without wire-brushing, scraping or sandblasting. The product seals rusted surfaces and retards further rusting action. THE MONROE CO., INC., 10703 Quebec Ave., Cleveland 6, Ohio.

SE-320 Disc Dictating Equipment

Distinctly Yours. This new 12-page booklet describes the advantages and features of the Disc Edison Voicewriter. It describes Edison Hi-Definition recording, the advantages of double length indexing, and numerous other features. THOMAS A. EDISON, INC., West Orange, N. J.

SE-51

HAWS



Duo-Elevation Electric Water Coolers

Ideal for school cafeterias . . .
or wherever youngsters of all ages may effectively share a common drinking water source.



***Insist on* HAWS . . .**

- *Electric Water Coolers*
- *Sanitary Drinking Fountains*
- *Cafeteria Water Facilities*
- *Faucets, Filters and Accessories*

WRITE FOR THE NEWEST HAWS CATALOG, TODAY!

FREE "DRINK PROPERLY" POSTERS AVAILABLE—please specify quantity

HAWS DRINKING FAUCET CO.
1433 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA
Agents and Sales Representatives in All Principal Cities

SE-52

PERFECT ANSWER TO CAREFUL PLANNING



ADJUSTABLE TO FIT ALL STUDENTS: height of bookbox, height of chair, distance between.

SELF-LEVELING: Never jiggles or rocks, regardless of unevenness of floors.

SWIVEL, TENSION-ADJUSTABLE SEAT

Get the complete facts. Write for the IRWIN Catalog before buying any school furniture.

SEATING COMPANY IRWIN GRAND RAPIDS, MICH.

IRWIN SEATING COMPANY
GRAND RAPIDS, MICH.

SE-53

MINIMUM ART REQUIREMENTS

for 1st, 2nd, 3rd Grades

Compiled in cooperation with art educators, designed for a limited budget, and based on a class of 30 students.



CRAYOLA—Large size crayons, 8 colors. 1 box No. 38 per pupil.



ARTISTA POWDER PAINT
1 pound each Red, Yellow, Blue, Green, Black, Brown —2 pounds White per class.



SHAW FINGER-PAINT
2 pints each Red, Green, Blue, 1 pint each Yellow, Brown, Black per class.

CLAYOLA MODELING CLAY—
10 pounds per class. Available in ¼ to 5 lb. bars, in 9 mellow colors.



Other Art Materials

Firma-Grip Paste.	2 quarts No. 321F per class
Building Blocks.	1 large set per class
Artista Brushes.	Large No. 11, 1 dozen per class
Scissors.	Small, 1 dozen per class
Paper—Plain—	2 Reams Cream Manila, 12 x 18
	2 Reams News Print, 18 x 24
Colored—	200 Sheets Asst., 12 x 18
	Finger-Paint Paper—200 Sheets, 16 x 22

Art and Craft Catalog and complete Suggested Minimum List sent on request. Address Dept. SE52.

BINNEY & SMITH CO.
41 E. 42nd St., New York 17, N. Y.

SE-70

MAKE NUTRITIOUS MEALS

MORE DELICIOUS



COOKING WITH MAGGI'S GRANULATED BOUILLON is such an easy, economical way to spark the flavor of everyday dishes. All you do is dissolve it in hot water or add it directly to the cooking water. Rich in beefy goodness, Maggi's Granulated Bouillon brings out the full, natural flavor of meats, soups, sauces and gravies. Use it whenever recipes call for beef stock. Serve it frequently as an instant-quick broth, too.

MAGGI'S Granulated BOUILLON CUBES

ANOTHER MAGGI FLAVOR FAVORITE...
MAGGI'S SEASONING

The Nestlé Company, Inc.
Colorado Springs, Colorado

SE-141

EVERY PHOTO-LAB NEEDS A
RICHARD PRINT WASHER

for • Sports Pictures • School Publications • Teaching



$19.95 List
(No Excise Tax)

- White Plastic on Spun Aluminum
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- Triple Jet Action assures constant motion and submersion
- Constant action gets prints thoroughly clean
- Continuous drain from sump at bottom
- 10-Day Money-Back Guarantee

Washes 60 DW 8 x 10's thoroughly in 25 min. Also handles 11 x 14's. Thousands in use.

See Your Distributor or Write for Free Literature

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Name of Local Dealer .....
☐ *Send Free Literature.* ☐ *Send.....Washers @ $19.95 ea.*
Name .....
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City ..... State.....

SE-142



Hussey Installations, 14th Regiment Armory, Brooklyn, New York

Save Money—Make Money
HUSSEY STEEL
PORTABLE STANDS

The same stand can be used for basketball, baseball, football, etc. — it's really the only practical portable stand on the market. Requires only 2.2 minutes per seat to erect and take down. Anybody can do it.

More than meets all safety requirements. More sections can be added as needed. Low in cost.

IMMEDIATE DELIVERY

Increase your sports profit with Hussey Portables. Write for Free illustrated folder and prices to 520 R. R. Street. Also, ask for catalog of "Laughing Loon" Water Sports Equipment.

HUSSEY SAFE SEATING

HUSSEY MANUFACTURING CO., INC.
North Berwick, Maine

SCHOOL LUNCH

School Lunch Management Practices, Part II

HOWARD ECKEL
Director of Research, 1950-51
The American School Publishing Corp.
New York, New York

The cost of elementary and secondary plate lunches ranges from 10 cents to 30 cents in all systems included in this study. The most common charge for elementary school lunches is in the 16 to 20 cent range. In over one-third of the systems secondary school pupils pay from 21 to 25 cents for plate lunches. Graph VII shows a percentage distribution of elementary schools based on the amount charged for plate lunches. Graph VIII is the same type of distribution for secondary schools.

People who have specialized in school lunch programs say that there is a definite inverse relationship between meal costs and percentage of pupils eating school lunches. The relationship of cost and pupil percentage was determined in this study by averaging the percentage of pupils eating plate lunches in each price range for both elementary and secondary schools. A definite trend was found toward a lower percentage of participation as plate lunch costs rose. As many as 90 per cent of all pupils eat plate lunches in systems in which the cost is 10 cents, while as few as 15 per cent eat plate lunches when 30 cents is charged. Graphs IX and X illustrate the relationship of plate lunch costs and pupil participation.

Total Cost

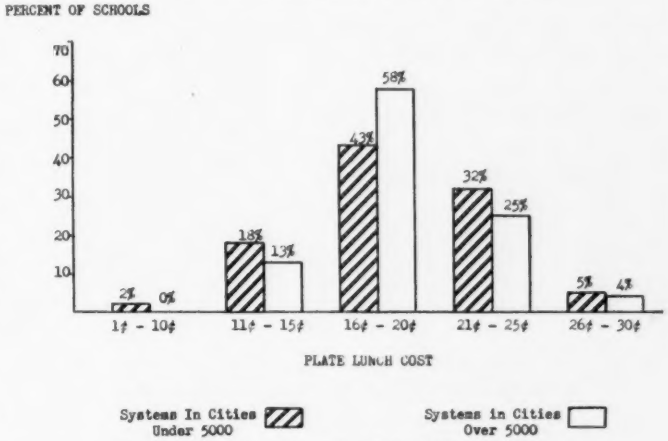
The school lunch program in the 78 systems cost approximately $3 million in 1949-50. One-half of the school systems in cities over 5,000 spent more than $50,000 on school lunches. Forty per cent of school systems in cities under 5,000 spent from $5,000 to $10,000 on their programs in 1949-50.

Only 22 per cent of the 78 systems indicated that programs are partially financed through regular budget appropriations. Nineteen school systems receive a portion of their support from "other" sources. Government subsidy pays from 10 to 50 per cent of the school lunch program costs from the various schools. From 20 to 100 per cent of school lunch program costs are assumed by pupils in the various schools.

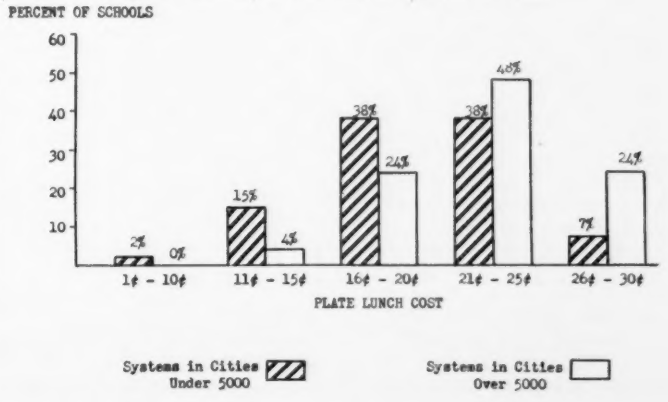
In general, however, around three-fourths of school lunch program cost is borne by pupils and about one-fourth is assumed by the government through Federal School Lunch Program subsidies. Sixty of the 78 schools participate in the Federal School Lunch Program.

Of the 46 systems in which school lunches are served in more than one building, 21 (46 per cent)

Graph VII—Cost of Elementary School Plate Lunches



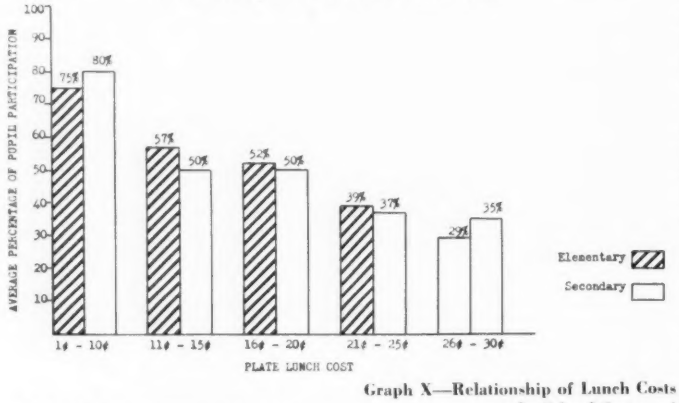
Graph VIII—Cost of Secondary School Plate Lunches



have only one school lunch manager. Nine (41 percent) of the 22 multi-building programs in cities under 5,000 have one person managing the entire school lunch program. Of the 24 larger multi-building programs, 12 (50 percent) have one manager for all programs in the system.

School systems were asked if student labor is used in the school lunch program altogether, partially, or not at all. None of the respondents indicated that student labor is used altogether. Of all respondents, 85 percent use student labor partially. More school systems in cities under 5,000 utilize student help (87 percent) than do systems in larger cities (78 percent).

Graph IX—Relationship of Lunch Costs and Percentage of Pupil Participation In School Systems in Cities Under 5,000



School systems were asked to indicate who has the major responsibility for keeping records, keeping financial records, preparing U. S. Government reports, keeping food inventory, collecting money, planning menus, purchasing food, and hiring labor.

School lunch managers (63 percent) keep non-financial records in most school systems. School lunch managers keep school lunch records in 57 percent of the small system group, and in 72 percent of the larger system group. The superintendent and principal are more likely to keep school lunch records in small systems than in large systems. The office secretary keeps non-financial records in 11 percent of the smaller systems group, and in 13 percent of the larger systems. Graph XI shows who keeps non-financial records in the two types of school systems.

Apparently there is no one predominent pattern as to who keeps school lunch financial records. In smaller systems, the superintendent (44 percent) most frequently keeps financial records. The school lunch manager (24 percent), the school principal (22 percent), and the school secretary (20 percent) frequently keep financial records in smaller systems.

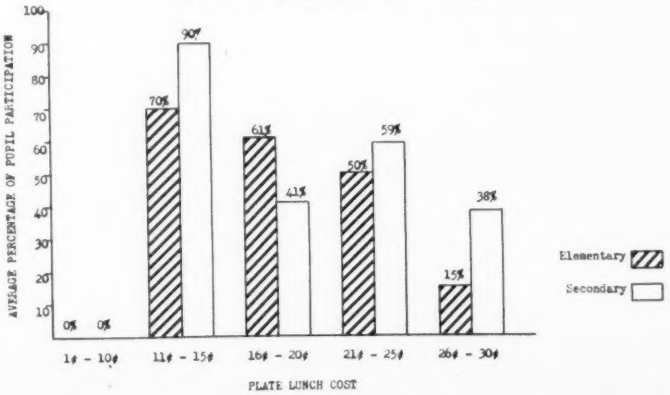
In larger systems, the school lunch manager (50 percent) most frequently keeps financial records. The superintendent (16 percent), principal (16 percent), and office secretary (6 percent) frequently keep school lunch records. Graph XII shows who keeps financial records in each of the two groups of school systems.

U. S. Government reports are prepared most frequently by school managers (35 percent). School lunch managers prepare government reports in only 28 percent of the smaller system group, while preparing government reports is the school lunch manager's responsibility in 50 percent of larger systems. Superintendents (41 percent) most frequently fill government reports in smaller systems. Graph XIII shows who is responsible for government reports in the two groups of systems.

School lunch managers are primarily responsible for food inventories in both large and small systems. The school lunch manager keeps food inventory records in 67 percent of the small system group and in 88 percent of the large system group. In smaller systems superintendents (15 percent) and principals (17 percent) occasionally keep food inventories. Graph XIV shows who keeps food inventories in each of the two types of school systems.

The school lunch manager (53 percent) and the school principal (34 percent) most frequently collect school lunch money in the larger school systems. In smaller systems the school lunch manager (32 percent), the school principal (35 percent), the superintendent (20 percent), the office secretary (17 percent), and teachers (11 percent) are all reported as being responsible for collecting

Graph X—Relationship of Lunch Costs and Percentage of Pupil Participation In School Systems in Cities Over 5,000



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school lunch money in various systems. Graph XV shows who collects school lunch money in each of the two groups of schools.

School lunch managers plan school lunch menus in over nine-tenths of the school systems. Home economics teachers occasionally have a part in menu planning. School lunch managers and home economics teachers are the only personnel having a significant part in planning menus. Graph XVI shows the percentages of participation in planning menus.

Purchasing food is the responsibility of school lunchroom managers in most systems. Lunchroom managers purchase food in 85 percent of school systems in cities under 5,000. Ninety-three percent of school lunchroom managers in the larger systems group purchase food. Graph XVII shows who purchases food in both school system groups.

In the smaller systems group, the school superintendent (65 percent) most frequently hires school lunchroom labor. Other personnel who are often responsible for hiring lunchroom labor in smaller school systems are school lunchroom managers (26 percent) and school principals (20 percent).

The school lunchroom manager (50 percent) most frequently hires labor in large school systems. Superintendents (28 percent) and principals (16 percent) also have lunchroom labor hiring responsibilities in large school systems. Personnel participation in hiring labor is shown in graph XVIII.

Purchasing and Preparing Food

Forty-six of the 78 school systems serve school lunches in more than one building. Only six (13 percent) of these 46 systems prepare food for all buildings in a central kitchen. Of the 22 systems in cities under 5,000 which maintain lunch programs in more than one building, only six (27 percent) have central kitchens. None of the 24 systems in cities over 5,000 which maintain lunch programs in more than one building reported having a central kitchen.

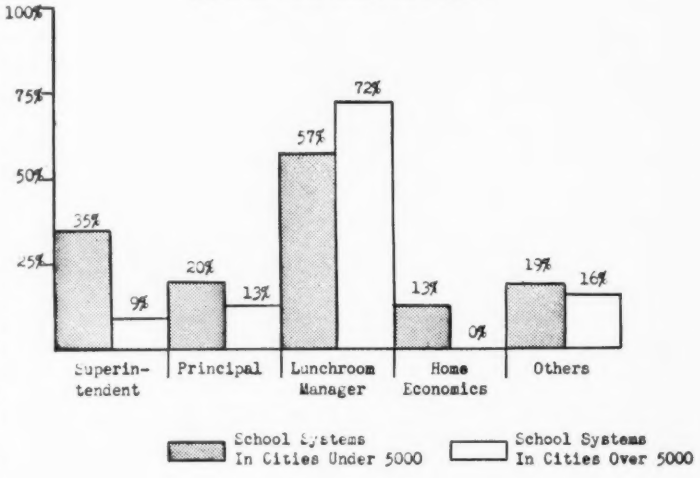
School systems were asked what percentage of food used for school lunches is purchased retail, purchased wholesale, United States Government surplus, or others.

The median percentage of food purchased retail by systems in cities under 5,000 is 20 percent. School systems in cities over 5,000 purchased a median of 10 percent of food retail. Variation in percentage of food purchased retail in each of the two groups ranges from less than 10 percent to more than 80 percent.

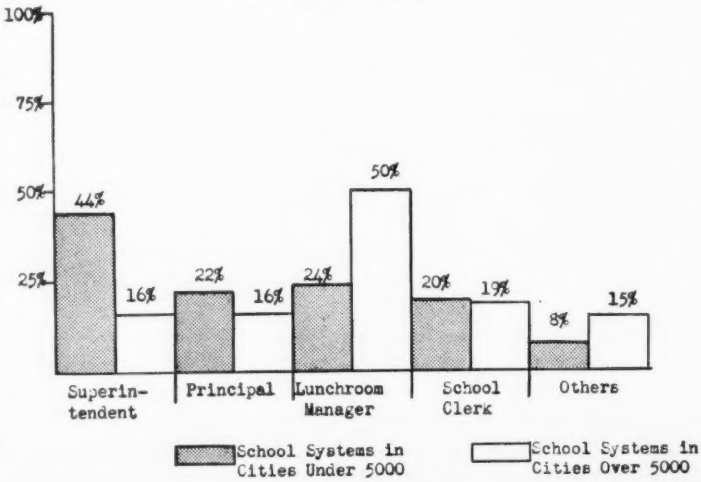
Systems in cities under 5,000 purchase a median of 60 percent of all school lunch food wholesale. The range in the percentage of all food which is purchased wholesale in this group varies from less than 10 percent to over 90 percent. The most common percentage indicated is 75 percent.

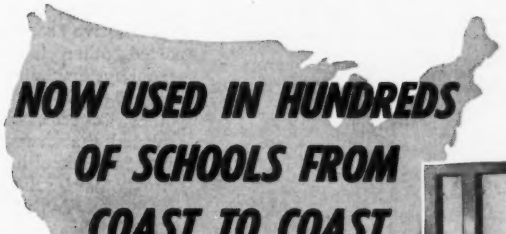
A median of 80 percent of all food used by the larger system group is purchased wholesale. The percentage of food used which is purchased wholesale by various systems in cities over 5,000 ranges from 25 percent to 100 percent. The most common percentage purchased wholesale by these larger systems is 90 percent.

Graph XI—Who Keeps the Records?



Graph XII—Who Keeps Financial Records?







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Easy to roll out from wall





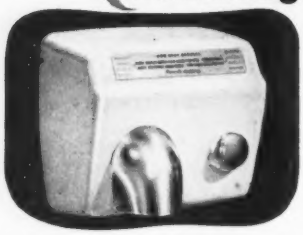
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SE-73



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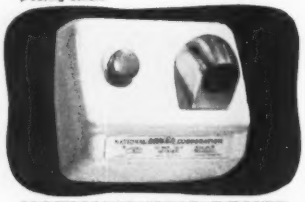
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SCHOOL LUNCH

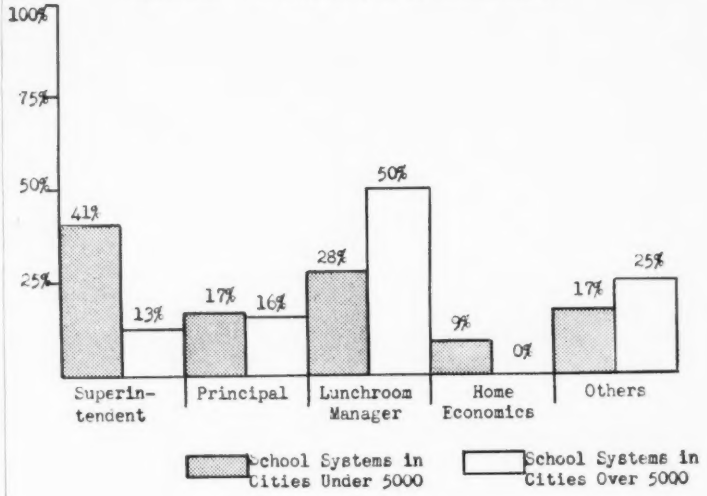
The United States Government supplies a median of 15 percent of all food used by systems included in this study. In 41 percent of the schools the most common percentage of food furnished by the government is from 1 to 10 percent. Thirty-eight percent of school systems receive from 11 percent to 20 percent of school lunch food from surplus commodities. Only two schools reported that more than 30 percent lunch food is received from the government.

Only five school systems reported "other" food sources. Three school systems indicated that from 1 to 10 percent of food is from "other" sources, and two systems reported that from 11 to 20 percent of all school lunch food comes from "other" sources.

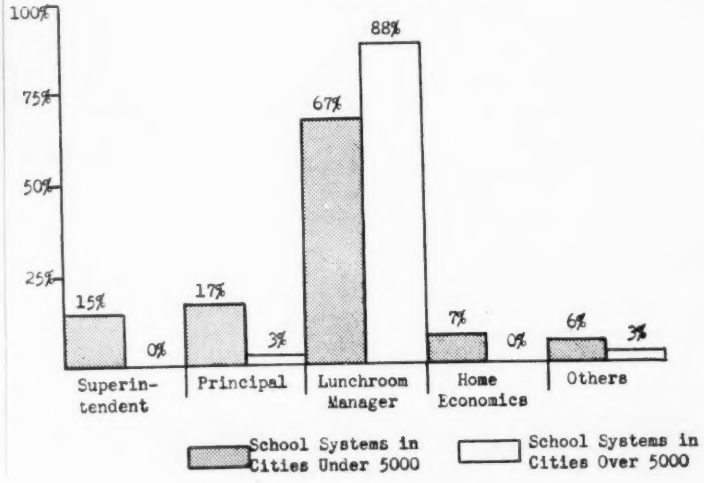
Menus

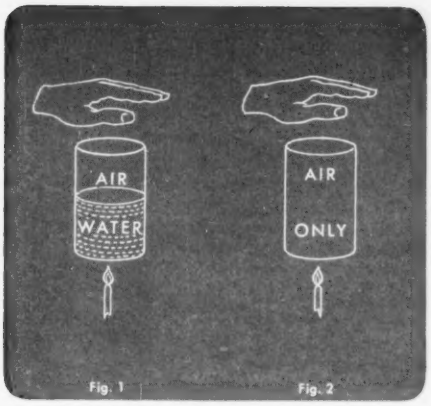
Forty percent of the school systems reporting school lunch programs included a copy of a typical week's menus. Nearly all of the

Graph XIII—Who Prepares U. S. Government Reports?

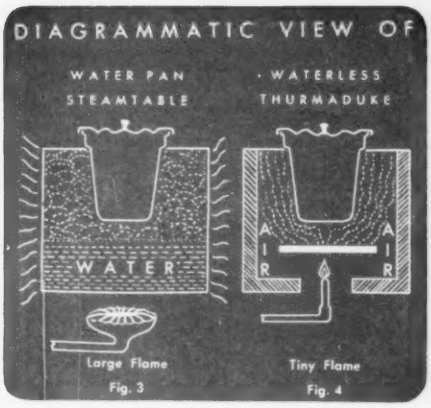


Graph XIV—Who Keeps Food Inventory?





Place a can half filled with water over a small flame. Do the same with an empty can. Notice how much more quickly the empty can heats up.



It takes much more heat to warm water than air. That's why the burners in a waterpan steam table are much larger than the tiny jets in THURMADUKE.

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THURMADUKE *saves up to 70%*



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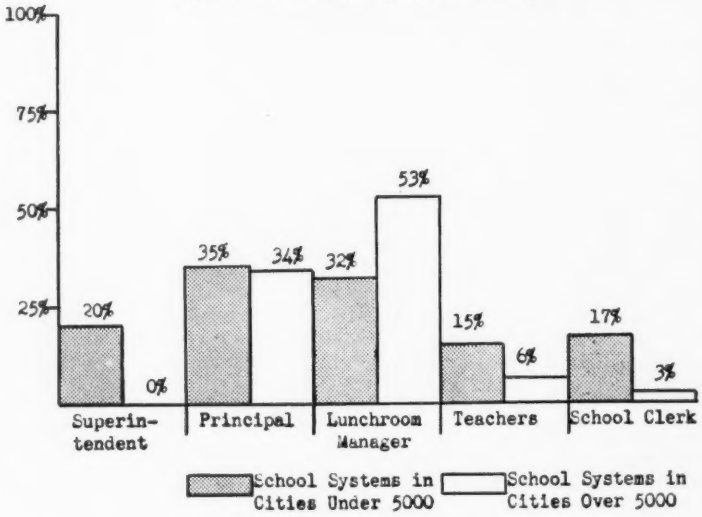
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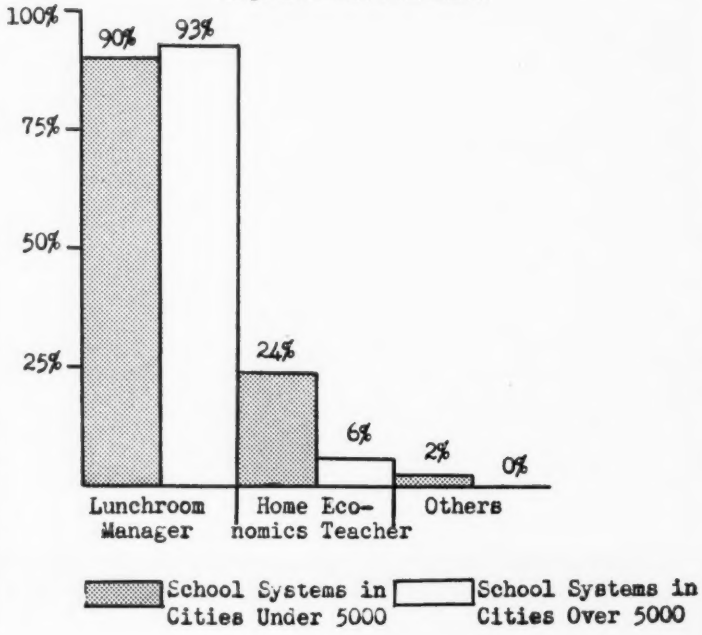
lunches listed in these menus included those food types which are required to be served by schools participating in the Federal School Lunch Program. There was no way to determine whether amounts of various food types served met government school lunch regulations.

Where menu inadequacies were noted, fresh fruits and vegetables appeared to be the most common deficiency. Protein amounts, quality and variety are obviously below desirable standards in several lunch programs. An overabundance of starchy foods is also a common school lunch weakness.

Graph XV—Who Collects School Lunch Money?



Graph XVI—Who Plans Menus?



SE-78

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Material cost—only 3¢ per sq. ft.

Available in Standard 2-24 Green, or in Special 2-20 Green (a slightly darker shade for use in large classrooms, or where there is an excess of natural light).

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Precision Construction for Easy Running, Quiet Operation

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Fig. 912. 3 Shelf truck with sheet steel shelves 21" x 30", spaced 10½" apart. (Fig. 911, 2 shelves spaced 16" apart.) Can be used with or without trays. Shelves and tray either galvanized or of stainless steel and water-sealed, 19½" x 28¾" x 5" deep. Rubber tired wheels and casters.



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1. Breakage and chipping virtually eliminated.
2. Easy to clean — manually or machine. Safe in boiling water.
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5. Neat, clean, good-looking. Beautiful maple color harmonizes with any color scheme.



Investigate the famous KYS-ITE "Meal-in-One" Plate—the 3-partition plate that holds a meal plus beverage—so light a child carries it easily. Also KYS-ITE Serving Trays in red or brown.

Be ready when school starts by ordering your initial stock of KYS-ITE Tableware now. Then build it up by replacing your other ware as it breaks or has to be discarded because of chipping. The savings you'll make on breakage expense will soon pay for your KYS-ITE.



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MY WHOLESALER IS _____

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YOUR SCHOOL'S BLEACHERS should be...

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SCHOOL LUNCH

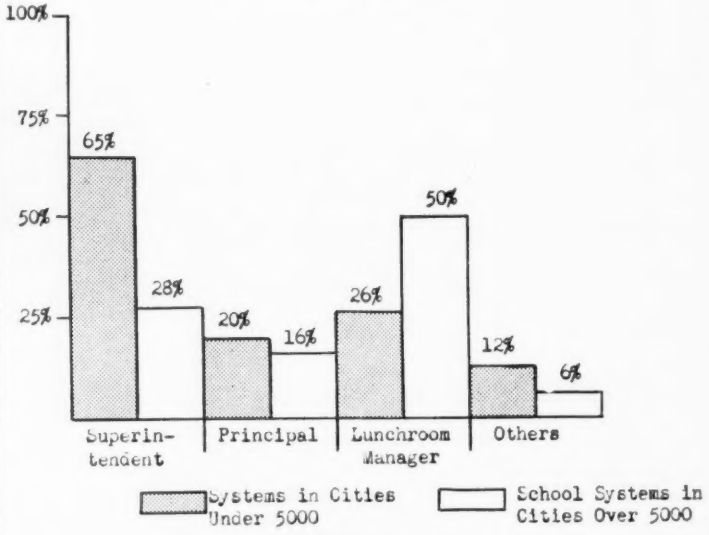
In general, school lunch menus received from responding systems can be divided into three groups. The first group appears to follow Federal School Lunch standards religiously, but fails to make food interesting and attractive for children. The main emphasis here seems to be what the government feels is necessary.

The second group of menus is composed of foods which children like but improper consideration is given to food types necessary for good health. Schools in this group apparently are guided by what foods children want. The third type of menus provides for both balanced and attractive meals. Schools in this group appear to emphasize both what children like and what foods are good for them.

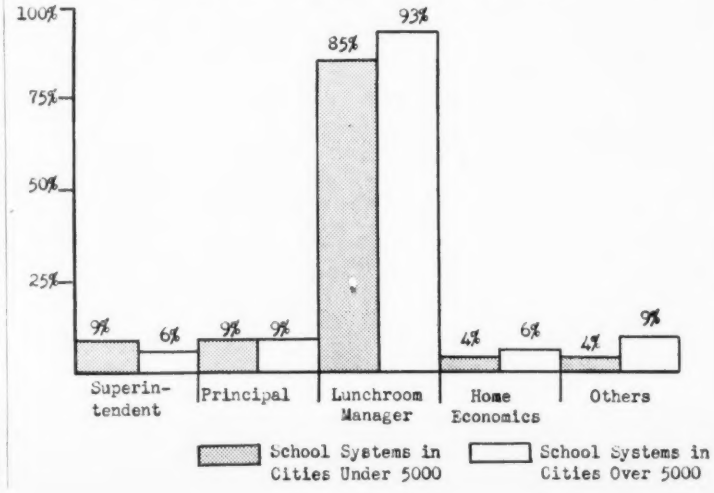
In general, menus submitted are very substantial. In view of high food and labor costs, it appears that a good job is being done.

(To be continued)

Graph XVII—Who Purchases Food?



Graph XVIII—Who Hires School Lunch Labor?



SE-81

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AMF Lowerator Dispensers combine sanitary storage with automatic dispensing of china, glasses, trays. They are in use in food service establishments everywhere, saving space, speeding service, reducing breakage.

Put under-counter space to use... dispense supplies at convenient counter level... eliminate loose open stacks of china... reduce handling, protect china and glassware from personal contact.

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and
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Forty-Eight STATES
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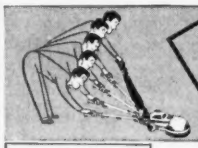


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The adjustable handle makes it possible to scrub and wax polish in congested places where hand cleaning had been necessary before—around and under lockers, beds, desks, counters, etc. Ideal for institutions, schools, churches, libraries, etc.

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Three Models —
A size to suit every need

There's a complete line of Lawlor Floor Maintenance Equipment — scrubbers, wax polishers, mopping tanks, mop wringers.

School Equipment Index—January, 1952

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

SE

PRODUCTS

1—Beckley-Cardy Lite-Green Chalkboards
2—Minneapolis-Honeywell Temperature Controls
3—Nesbitt Syncretizer Unit Ventilating System
5—Holophane Vertical Surface Lighting
6—National Modular School Furniture
7—Pittsburgh Permaflector Lighting Equipment
8—Brodhead-Garrett Woodworking Bench
9—Voit Athletic Equipment
10—RCA Victor AM-FM Receiver
11—Medart Lockerobes
12—Rowles Two-Way Communicator
13—Playtime Portable Riser
14—DuKane Tape Recorder
15—Shwayder Samson Folding Chairs
16—Smooth Ceilings System
17—West Lustreclean Cleaner, Deodorizer
18—Star Electric Food Warmers
19—Wakefield Luminous Indirect Lighting Fixtures
20—Up-Right Mobile Tower Scaffolds
21—Johns-Manville Fibretone Acoustical Ceiling
22—Roddis Plastic Desk Resurfacing
23—G. E. Textolite Desk Surfacing
24—Desk Tops, Inc., Plastic Resurfacing
25—IBM Electric Typewriters
26—Hillyard Floor Care Products
27—Manley Popcorn Machines
28—Brush Soundmirror Tape Recorders
29—Beseler "Opaque Projection Practices" Teaching Aid
30—Herman Nelson Draft/Stop Unit Ventilators with Germicidal Lamps
31—Horn Folding Gym Seats, Partitions
32—Superior Pioneer School Buses
33—Certified Ballasts
34—Monroe Calculating Machines
35—Master Padlocks
36—Multi-Clean Maintenance Method
37—Michaels Exhibit Cases
38—RCA 16mm Projectors
39—Remington Rand Multi-Matic Payroll Records
40—American City Bureau Fund-Raising Campaigns
41—Bennett Waste Receptacles
42—Barber-Colman Wardrobe Doors
43—GoldE Slide, Filmstrip Index System

SE

44—Burke Playground Equipment
45—Tylac Rite Green Chalkboard
46—Rauland Centralized Radio-Sound System
47—Wood-Metal Cabinets, Casework, Tables, Benches, Sinks, etc.
48—White Mopping Tanks
49—Pan-American Band Instruments
50—Rolscreen Pella Lite-Proof Shades
51—Haws Electric Water Coolers
52—Irwin Seating
53—Binney & Smith Art Supplies
54—Blodgett Ovens
55—Modern Social Studies Maps
56—Hoff Solid Brass Door Plates
57—Allied Radio Tape Recorder System
58—National Shackle Locks
59—Monroe Folding Tables, Chairs
60—Lawlor Floor Machines
61—Kerns Liquid Sander
62—Huntington Korex Cleaner
63—Kimmel Tables, Chairs
64—Craftint Artists' Materials
65—Montgomery Program Timers
66—Franklin Maintenance Cleaner, Wax
67—Advance Scaffolding
68—Leavitt Bleachers

SE

69—Califone Transcription Players
70—Nestle Bouillon Cubes
71—Heinz Canned Foods
72—Schieber In-Wall Tables, Chairs
73—National Hair, Hand Dryers
74—Duke Electric Food Warmers
77—Moore Gym Suits, Caps & Gowns, Choral Gowns
78—Endur Chalkboard Resurfacer
79—Nutting Dish Trucks
80—Keyes Plastic Tableware
81—Princeton Motion Picture *Place Called Home*
82—Pereny Electric Kilns
83—Lowerator Dish, Tray Dispensers
84—American Crayon Art Products
85—Addex Roof Repair Product
86—Glas-Board Glass Chalkboards
87—Consolidated Chemical Maintenance Products
88—Vogel-Peterson Portable Steel Coat Racks
89—Newcomb Portable Record Player
90—Gravely Tractors
91—American Airplane Tables with Plastic Tops

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96—Audio Discs, Tape for Recording
97—Flour City Brushes
98—Maple Flooring

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99—American Seating Bodiform Upholstered Auditorium Chairs
100—Trane Seating, Ventilating Equipment
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104—Enterprise Staize-Clene Enamel
105—Radiant Projection Screens
105B—Hild Floor Machines
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107—Dudley School Combination Locks
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113—Johnson Plastic Tops
114—Richards-Wilcox Wardrobes
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116—Superior Electric Light Dimming Equipment
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119—Sexauer Faucet Washers
120—American Playground Equipment
121—Brillo Floor Pads

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122—General Electric Commercial Vacuum Cleaners
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125—Stone Straws
126—Lieberman Juke Boxes
127—Weston Electrical Instruments
128—Chicago Hardware Electric Dryers
129—Rek-O-Kut Recording Equipment
130—Automatic Devices Curtain Track, Curtain Control Equipment
131—School Specialties Table Height Adjusters
132—Norcor Tubular Desks and Chairs
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138—Mitchell Folding Tables
139—Kreuger Folding Tubular Chairs
140—Automatic Pencil Sharpeners
141—Richard Print Washer
142—Hussey Steel Portable Stands
143—Universal Dishwashing Machines
144—Keystone Tachistoscopes
145—Thomas Collators
201—Herman Nelson Unit Ventilators
202—Burgess-Manning Radiant Ceiling
203—National School Furniture Desk and Chair Unit
204—National Cornice Food Cart
205—DuKane Slidefilm, Filmstrip Projector
206—RCA TV Microscope
207—Kaytel Shower Stall Base
208—Wallace Jointer
209—United Laboratories Enamel
210—GoldE Index Changer
211—Balmar Kitchen Utensil Scrubber
212—Pittsburgh Reflector Luminaire

SE

213—Handi-Jar Visible Filing Unit
214—DuPont White Enamel
215—Southern Equipment Hot Food Table
216—Stationers Punch-Reinforcer
217—Pentron Phonograph
218—Underwood Electric Fanfold Machine
219—Heston & Anderson 6" Jointer
220—Allied Radio Kit
221—Truscon Wall, Ceiling Finish
222—Sexauer Seat Reforming Tool for Faucets
223—Peerless Plastic Wall Tile
224—Universal Air Diffuser
225—Beatty Folding Bleachers
226—Electrosig AC-DC Electrical Supply
227—Leeds & Northrup pH Indicator
228—Kimmel Tables, Chairs
229—Heinz Paper Food Containers
230—Hysan Cleaner
231—Superior Lighting Control
232—Clarin Tablet Arm Chair
233—Fisher Stainless Steel Tops
234—Frigidaire Air Conditioner
235—Henderize Coin Counting Unit
236—Fremont Rubber Tile

AUDIO-VISUAL AIDS

301—*Improve Your Spelling* (*Coronet Films*)
302—Modern Talking Picture Free Film Guide
303—Young America Films Golden Nature Guide
304—*Rhythm in Music* (*Coronet Films*)
305—*Goals in Spelling* (*Popular Science Publishing*)
306—Radiant Projection Chart
307—Parachutes, Ignition and Spark Plugs (*Bray Studios*)
308—*A Lincoln Field Trip* (*International Film Bureau*)
309—*The Story of the Nativity* (*Knowledge Builders*)

MANUFACTURERS' CATALOGS

310—Audio Devices Handbook on Magnetic Recording
311—Finnell Maintenance Equipment
312—Hillyard Gym Marking Chart
313—Vulcan School-Library Supplies
314—McConnell's Health Charts
315—Wilshire Power Sweepers
316—Enterprise Painting Manual
317—Maple Specifications for Flooring
318—Rapids-Standard Hand Trucks
319—Monroe Anti-Rust Paint
320—Edison Disc Dictating Equipment

THE SCHOOL EXECUTIVE January, 1952
SCHOOL EQUIPMENT NEWS, 470 Fourth Ave., New York 16

Please send me the manufacturers' literature for the numbers I have circled below on the understanding that it will be sent without charge or obligation.

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64 65 66 67 68 69 70 71 72 73 74 77 78 79 80 81
82 83 84 85 86 87 88 89 90 91 92 93 94 95 96
97 98 99 100 102 103 104 105 105B 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126 127
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The ideal school recording instrument for *true* reproduction of music and speech. Provides perfect, simplified recording and playback of orchestral and vocal music, speech and language exercises; makes professional recordings for use on radio broadcasts—all with full, brilliant hi-fidelity tone. Give your students the finest equipment for best results—use MAGNECORDER—available promptly from ALLIED RADIO, specialists in electronic supplies for schools.

Model PT6JAH Magnecorder. Two speeds: 7.5 and 15" per second. Takes 7" reels. Rewinds 1200 ft. in 40 seconds. Hi-fi response 50 to 15,000 c.p.s. at 15"; separate erase and recording playback heads. Includes PT6AHX tape mechanism and PT6J amplifier (in portable cases), cables and tubes. *Net*.....$364.00

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Your guide to *everything* in electronics for the school. World's largest selections of recording, P.A. and Sound equipment, radios, radio-phonos, latest TV, classroom training kits, parts, tubes, tools, books, diagrams—at lowest, money-saving prices. Send for your FREE copy today.

ALLIED RADIO
833 W. Jackson Blvd., Dept. 8-A-2, Chicago 7, Ill.

SE-63



The new KIMLINE tables and chairs have been designed in a range of types and graded sizes for *all* classroom requirements. Special reinforced construction assures a long, useful life; and posture-fitted KIMLINE units add beauty and comfort to the modern classroom.

Make Mine **Kim Line**

FOR

(a) Beauty ✓
(b) Styling ✓
(c) Comfort ✓
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The KIMLINE name represents almost thirty years of manufacturing experience. You will find KIMLINE school furniture superior. May we furnish you with complete information?

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CRAFTINT ARTISTS' MATERIALS

The Sign OF HIGHEST QUALITY

A quarter of a century of consistent quality has made CRAFTINT the trademark recognized by student and professional artists the world over as the sign of the very finest in artists' supplies. CRAFTINT meets their exacting requirements perfectly . . . for unexcelled superiority, it's CRAFTINT!

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ACCURATE
EASY TO INSTALL
QUICK SETTING
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Montgomery **PROGRAM TIMERS**

SAVE ADMINISTRATIVE TIME

—ring bells, or other signals, automatically.

One or two circuits. Controls any number of signals. Set program schedules easily without tools. Trouble-free, self-starting, Synchronous SYNCHRON Motor. Choice of 12 or 24 hour program discs. Automatic calendar switch—silences signals nights and weekends, as desired. Manual signal operation possible without affecting pre-set schedule.

Costs less than a typewriter! Available through the better School Supplies Distributors, or write Factory for literature.

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SE-67



ADVANCE SCAFFOLDS' patented, self-contained locking system operates on the *live construction* principle, giving full 360° strength and safety in bracing. It permits "twist of the wrist and a simple pull" method of assembly and break-down—no screws, bolts or threads.

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ADVANCE SCAFFOLD DIVISION
BEAVER ART METAL CORPORATION
BOX 792 PHONE 26 ELLWOOD CITY, PA

SE-68

look to LEAVITT bleachers

FOR ALL SEATING NEEDS



LEAVITT TELESCOPING BLEACHERS—
Unfolded, they provide safe, comfortable seating; when not in use, they fold to a 38" nested position, giving full use of your floor space.

LEAVITT KNOCKDOWN WOOD BLEACHERS—
Leavitt pioneered this type bleacher—your finest buy in economical, easily-moved wood bleachers.

LEAVITT STEEL UNDERSTRUCTURE BLEACHERS—
For sturdy, steel-understructure bleachers that require only occasional moving, specify this type seating.

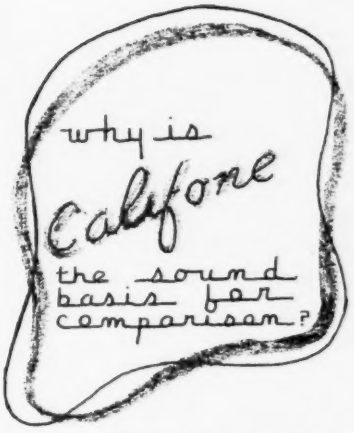
LEAVITT PERMANENT STEEL STADIUMS—
For greater seating requirements outdoors use Add-A-Seat stadiums.

FREE ENGINEERING ADVICE AND LITERATURE GLADLY SUPPLIED ON REQUEST.

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LEAVITT bleacher Co.
Since 1895
208-220 Griggs St., Urbana, Ill.

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- Because *only Califone* gives true professional performance at popular prices
- *Only Califone* has the typewriter-style carrying case which provides a deeper baffle for the speaker, a feature which gives Califones a superior tone quality usually found only in equipment weighing two or three times as much
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Califone
MODEL 12 MUV

- 3-speed 10" Turntable
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- 6-watt Distortionless Amplifier
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- Microphone Input for P.A. Use



$112.50 plus excise tax

WEIGHS ONLY 20 POUNDS
Other **CALIFONE** Transcription Players Price $67.95 — $162.50

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HOLLYWOOD 38, CALIF.

Over 1000 School Systems enjoy CALIFONE Quality and Portability

SE-86



Trade Names are Peculiar

The Victrola symbolized the phonograph.

The Frigidaire became indicative of the electric refrigerator.

The name GLAS-BOARD is being used by more and more school officials and architects every day to symbolize glass chalkboards in general.



Don't be Confused!

Naturally we are proud that our name is becoming increasingly important in the school field.

Adoption of any trade name for generalization of a product is the best possible recommendation which can be secured.

A WORD OF CAUTION

When purchasing a chalkboard, consider the above carefully.

Insist on a name brand—insist on Glas-Board and Glasco Cork Bulletin Board.

Write for proof!

GLAS-BOARD, INC.
CANFIELD, OHIO
REPRESENTATIVES IN PRINCIPAL CITIES

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EXPERIENCE STARTS HERE...



TODAY'S ART EDUCATION PROGRAM IS ONE OF THE BEST AVENUES OF EXPRESSION FOR THE STUDENT...

SPECIFY THESE PRANG-OLD FAITHFUL PRODUCTS BY NAME:

- Prang Crayonex Crayons
- Prang Water Colors
- Prang Tempera Colors
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- Payons-Painting Crayons
- Sketcho Oil Crayons
- Ambrite Colored Chalk
- Poster Pastello
- Milo Modelit

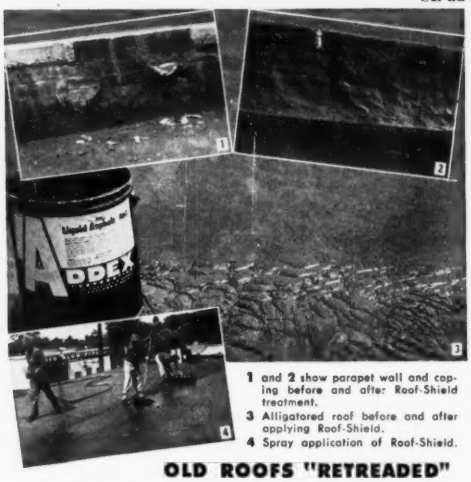
Ideas originated here play an important part in their development. It is important that the tools used makes their progress from one medium to another easy and confident.

The complete Old Faithful line includes crayons, colors and supplies for every technique, from simple drawing to advanced applications. Diligent research assures you of quality that has been unexcelled for over a century.

Write today for special folder "Art Materials for Beginners."
Dept. SN-25

The **American Crayon** Company
Sandusky, Ohio — New York

SE-85



1 and 2 show parapet wall and coping before and after Roof-Shield treatment.
3 Alligatored roof before and after applying Roof-Shield.
4 Spray application of Roof-Shield.

OLD ROOFS "RETREADED"

ADDEX ROOF-SHIELD—Liquid Asphalt reinforced by Glass-Fiber-Mesh.

- A Complete Package.
- Seals old roof flashings and parapet walls.
- Easy to apply. Ready to use. Light weight.
- No heat or special tools required.
- Applied cold to existing surfaces.
- No blistering. No alligatoring. No delaminating.

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10312 WILBUR AVE. • CLEVELAND, OHIO

HOW TO MAKE FLOORS *Wear-Proof! Mar-Proof! Slip-Proof!*

For wood floors in hall, classroom, gym — seal them first with Perma-Seal.

Becoming an integral part of the wood, Perma-Seal penetrates every pore of the floor to form a hard resinous surface that prevents attack from wear, dirt, stains and moisture, and keeps your floors new indefinitely. *Then use Perma-Gym-Seal and Skidproof as follows:*

For floors other than wood do this first — use Perma-Gym-Seal for a durable surface.

Providing the toughest surface finish known, Perma-Gym-Seal is like a coat of resilient armor that resists rubber-burns, scuffing, oil, alcohol, acids, sub-zero temperatures and boiling water.

Keep them beautiful, shining and safe with Skidproof.

A safety top maintenance finish, Skidproof protects and preserves against wear and surface damage, gives floors an easy-to-maintain, long-wearing *safety surface* that guards against dangerous slips and falls.

1 PERMA-SEAL Made of Tung Oil and Phenolic Resins. Fills and seals the floor with a non-porous, satin-like shock-proof surface that cuts floor upkeep costs to a fraction. Easily applied with lamb's wool applicator — non-streaking — odorless — low in cost — economical to use.

Approved for heavy duty durability by Maple Flooring Manufacturers Association.

2 PERMA-GYM-SEAL Formulated of Bakelite Resin and Tung Oil. Gives a non-slip, quick-stop, fast-start, transparent, resilient surface which diffuses light. Won't crack or break up — not affected by alkali, most acids, oil, water, grease, or body perspiration — easily applied — ideal for all wood, linoleum, cork and rubber tile floors.

Approved by Maple Flooring Manufacturers Association.

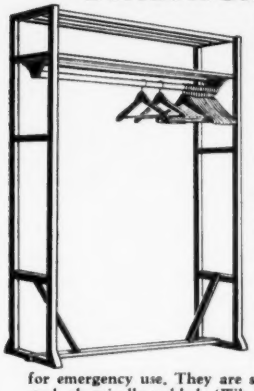
3 SKIDPROOF Eliminates slipping. Contains no wax. Dries quickly to a scuff-proof, hard bright glass that outlasts wax several times. Won't crack or check. Odorless. Has no chemical reaction on wood, linoleum, rubber, asphalt, terrazzo or tile floors. One gallon covers 2000 square feet — low in cost — easy to use.

Tested and approved by Underwriters Laboratories.

CON-SOL Products
CONSOLIDATED LABORATORIES, DIV.
CONSOLIDATED CHEMICAL LABORATORIES, INC.
1470 S. VANDEVENTER ... ST. LOUIS 10, MO.

Write on school letterhead for FREE informative, brochure that tells how to keep floors new, safe, shining.

Checkerette
Portable Steel Coat Racks



Set up in a few minutes anywhere, without bolts, nuts or tools, these light, strong rigid racks provide a 4 ft. bar for coat hangers and 2 ventilated hat shelves.

Answers the "wraps problem", for classrooms, school cafeterias, PTA meetings etc. Ideal for shop coats, for drying athletic gear or storing academic robes, band uniforms etc. (with shelf assembled in top position, bar will take longest garment bags.)

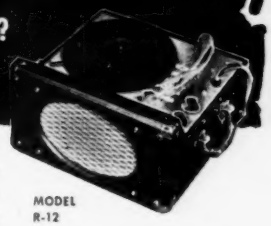
Sturdy, rigid in use, these racks will stand up for years as permanent installations or can be quickly disassembled and stored in small space . . . always available for emergency use. They are strongly built of heavy gauge steel, electrically welded. (When specified—16 double hooks will be provided that snap over hanger bar to accommodate 32 coats or laboratory aprons).

Write for Circular CT-51



VOGEL - PETERSON CO.
624 So. Michigan Ave., Chicago 5, Ill.

What makes this Newcomb PORTABLE RECORD PLAYER The best ever produced for schools?



MODEL R-12

It plays all three speed records. Produces fuller tone and greater volume. New "Floating Sound" feature. It has a featherweight crystal pickup, a big 6" x 9" oval speaker, full A.C. construction, it's more ruggedly built, weighs only 20 lbs. and is U/L Approved. (With changer, Model RC-12.)

These and so many other features are fully explained in our new catalog of portable sound equipment for schools.

Send for your free copy today.

NEWCOMB AUDIO PRODUCTS CO.
DEPT. S • 6824 LEXINGTON AVENUE
HOLLYWOOD 38, CALIFORNIA

SE-92

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Shackle Locks

FOR YOUR SCHOOL LOCKERS
ON THE BASIS OF

COLD, HARD FACTS ALONE!



CRITICALLY COMPARE

National Lock

COMBINATION, SELF-LOCKING

SHACKLE LOCKS

WITH ALL OTHERS

You be the judge. Write us on your school letterhead for a Free Sample NATIONAL LOCK. Take it apart if you like. Inspect its construction. Inspect its safety features . . . its convenience features. Consider it in relation to simplicity of locker control. Compare it critically with any other lock. Look at its price tag. You won't find a NATIONAL LOCK priced cheaply . . . but you will find its price represents excellent value in relation to the fine quality offered.

NATIONAL LOCK COMPANY

ROCKFORD, ILLINOIS • LOCK DIVISION

SE-90

the GRAVELY does more School Jobs Better!



Grounds upkeep and maintenance problems are solved quickly, easily and BETTER when you use the powerful 5-HP Gravely Tractor! . . . 20 tools for year-round use with seasonally selected attachments, quick change from job to job in minutes! Only the Gravely does so many jobs so well!

All-Gear Drive, Power Reverse. School-tested for 31 years . . . Ask for your copy of FREE Gravely catalog, "Power vs. Drudgery." Find out how you can do MORE jobs faster and better. Write today!

Gravely Motor Plow & Cultivator Co.
BOX 176 DUNBAR, WEST VIRGINIA

SE-91

MORE WORK-SPACE!

"Airplane Tables!" Available NOW with PLASTIC Tops!





2 tables back-to-back

Flexible! Functional! Book shelves separate 2 students working at same desk, replace idle aisle space. Use 4, 6 or 8 units to make 1 large work area for group work. "Airplane Tables" eliminate extra tables and chairs, equalize per-unit seating cost. Ideal for primary grades through senior high. Approved as standard equipment by educators everywhere.

Top sizes: 21" x 42" & 21" x 48". Table heights: 21", 23", 25" & 27". Top is built up 1 1/16" stock with Birch face ply & matching Birch or Maple banded edge. Also available in popular Fiberesin plastic. Metals: Baked on enamel, taupe or beige. Wood finishes: Natural or School Brown.

Write for full details!

AMERICAN DESK MFG. CO.
Temple, Texas

SE-93

Geerpres — THE WRINGER WITH THE AMAZING SERVICE RECORD

Saves Time
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Saves Work
•
Doubles Mop Life
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No Splashing
•
Saves Cleaning Compounds
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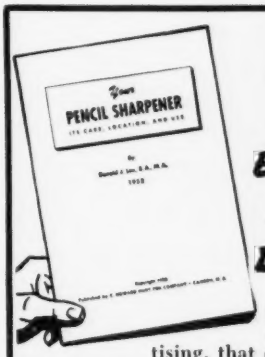
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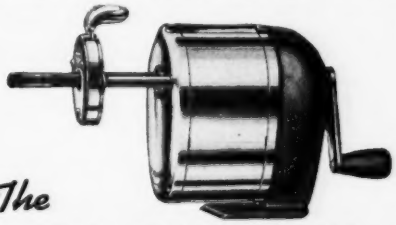
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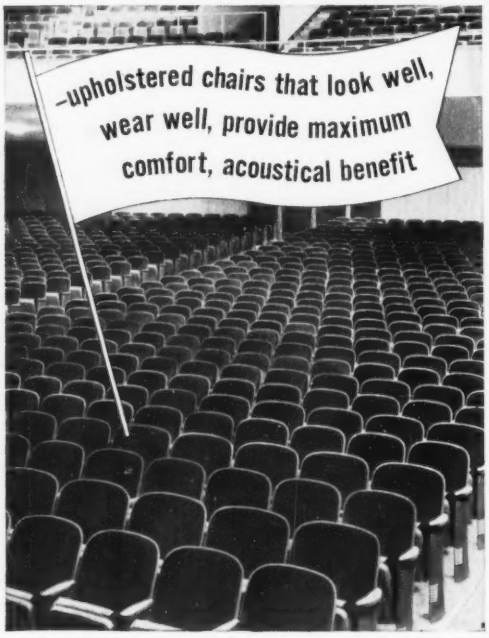
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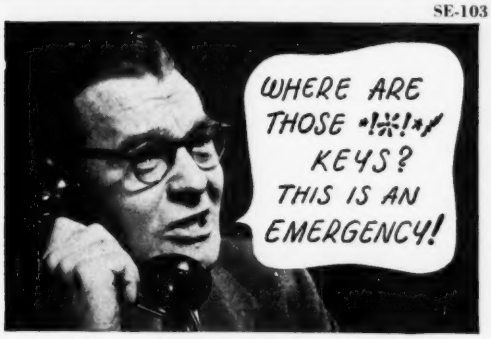
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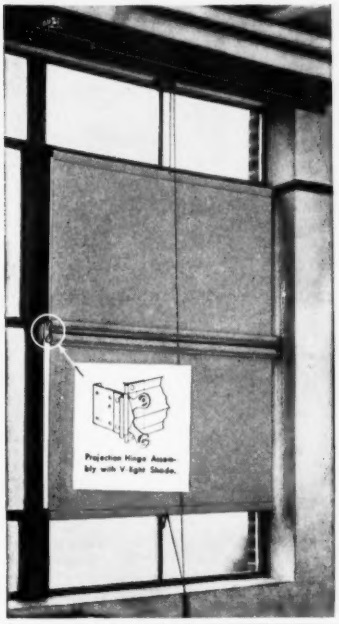
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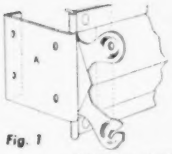


Fig. 1. Projection Hinge No. V-1 Assembly with V-Light Shield.

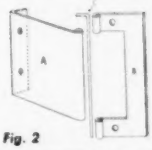


Fig. 2. Projection Hinge No. V-1 showing parts—hinge leaves A and B and pin C.

CADMIUM PLATED PROJECTION FIXTURES FOR DEMOUNTABLE INSTALLATION OF DRAPER V-DOUBLE ROLLER SHADES ON METAL SASH

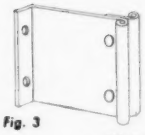


Fig. 3. Projection type double Hinge Leaf No. V-2 for mullion of steel window.

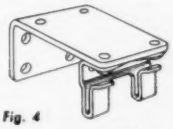


Fig. 4. Projection Type Pulley Bracket No. V-3.

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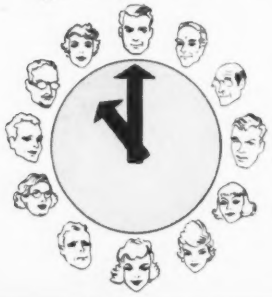
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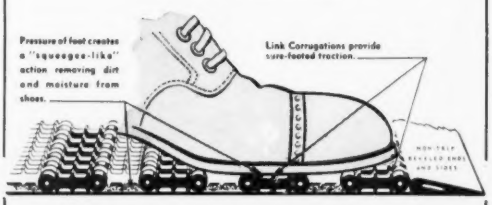
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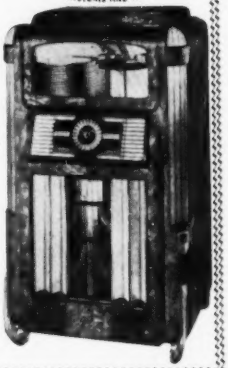
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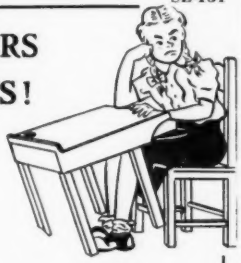
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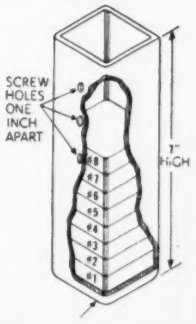
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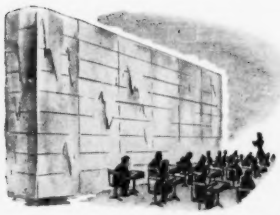
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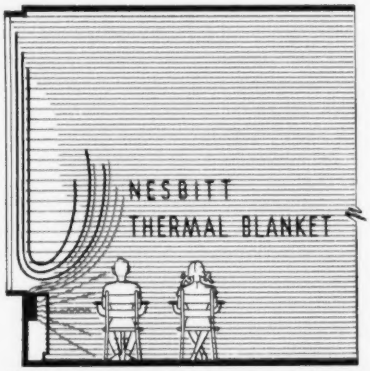


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